

Educational Supplement

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Ted Wragg

I am ashamed to say that on the matter of nuclear war, CND, Greenham Common and the whole holocaust issue I have no coherent views at all. It is a classic case of repression. The prospect of the planet being singed into oblivion is so horrific my mind freezes and refuses to come to grips with it. Whenever the topic comes up, my moral cowardice is instantly recognisable: our eyes look like adverts for Everest double glazing and signal unambiguously that our brains are on standby.

It was my eight-year-old son writing a spoof entry for the *Sunday Times* essay competition under the title "The Bomb" that reminded me how successfully I had obliterated the issue from my consciousness. He idled away a few minutes penning an opening paragraph which began: "The bomb is great. It was first developed by my hero Adolf Hitler, and I think that Margaret Thatcher and Ronald Reagan should use it on CND", until his eldest sister pointed out that the judges would probably be looking for a more liberal stance, at which point he lost interest.

Apart from a minor worry that the little Herbert might have blown his chances of eventually joining the

ARISTIDES

Laying stress

It's a sign of the times that 25 education officers recently spent a day in Lancashire being taught to handle stress.

The event was arranged by John Hudson, training officer of the North West Society of Education Officers.

Dr Tanya Arroba, from Birmingham University, was able to make good use of the experiences of her audience. Education officers, it emerged, are no different from others in the way their tensions come out: they wrestle with problems in the middle of the night, feel like a space capsule out of control, kick the cat and "have one or two more drinks than my wife would allow". More seriously, perhaps, stress "plays hell with your golf

swing". A discussion of the fight or flight syndrome was revealing. Stone age man was geared to reacting to fearsome animals, and the members of the seminar had no difficulty in identifying the terrifying mammoths they faced. Top of the list came the requirement to fight your authority's battles when your heart was with the enemy, and telling parents about a decision to close their village school.



Shirley Williams



Tom McNally



John Roper



George Cunningham

Breaking the mould again... and again

Does something sinister happen to education spokesmen for the SDP? Since the party wobbled out of the mould in 1981 it has had no fewer than four.

It was widely expected that Shirley Williams, a former Education Secretary, would be given the job but then rumour began to circulate that the lady's views on private education were a little too well radical.

So it went to John Roper, the solidly intellectual MP for Farnworth who had until then seemed more interested in foreign affairs. Mr Roper was given the task of chairing the party's study group on education - a role he kept throughout subsequent upheavals.

Next came Tom McNally, Mr Callaghan's former foreign affairs adviser who joined the party in October 1981.

and particularly asked to do education. But the following autumn, just when *The TES* had decided to send him an invitation to the Schools Prom, back came word that the spokesman was now George Cunningham, a maverick and much-respected backbencher and a late defector from the Labour Party. Why had Mr Cunningham, more noted for his cunning ploys on tax and social security than his interest in schools, been given the job?

The Goldberg Great Debate

press had been writing lately about education.

Unsurprisingly, he concluded from this study that the public was most worried about declining test scores, the diminishing quality of teaching and conditions in schools.

Adding to that list, he was prepared to preview other likely findings: diversity of the options system running out of control; the conviction that schools are being asked to do more, without lengthening the day; complaints from employers that they were having to teach engineers to write. It doesn't look now as if the Goldberg Great Debate - a packed programme of public meetings around the country - turned up much out of line with those early assessments.

The other member of the Excellence Commission, around on that particular day was the odd man out among the leading industrialists, commissioners and college principals, a lone classroom teacher from the Bronx.

Jay Sommer, a 55-year-old language teacher who had first arrived in the US as a Czechoslovakian peasant boy, had a personal telephone call from Terrell Ball to ask him to join the commission after he had been elected National Teacher of the Year.

Sommer, a member of the American Federation of Teachers, had been through five months of competition and testing to win his title, but he was pretty nervous about taking his place in the heavy league until Goldberg reminded him that he was the only one who knew what was going on in the classroom.

What pleased him most about the honour was the chance it gave him to thank Americans for the chances it had given him. It would be interesting to know how strong his voice came through in the report.

God knew, he confided to Aristides, because he certainly didn't. Perhaps he never found out. The next thing we knew - at the January meeting of the Council for Social Democracy in Newcastle - Mr McNally was back in the education slot.

Then, just last week, we got a statement on political education in inner London schools from... "The Rt Hon Shirley Williams MP, SDP spokesman on education."

Whatover has been going on? A slightly nonplussed press officer at the party HQ said that Mr Williams had been chief education spokesman for the past three or four months, with Tom McNally as her number two.

Mrs Williams had always been employment spokesman and since it was her view that education and training should be brought closer together, it was natural for her to take on the education job too.

She had more time now because she was less heavily involved in organization, the press officer explained. And we might not have noticed because Mrs Williams was usually billed as party president.

So Shirley is back at education - official.

Meanwhile, over in the Lords, the tradition is more continuous. Lord Kilmerock has been SDP spokesman on education there since the party's birth.

100 down: far from clueless

With his 100th TES crossword today, Rufus provides a short history of the genus since the first "word-cross" was invented 70 years ago for the *New York Sunday World* by a Liverpool-born immigrant, Arthur Wynne.

That paper remained the only one to use crosswords until 1924 when two Harvard graduates published a crossword book in a tiny edition of 3,600. Within the year three volumes had sold more than 400,000 copies.

The subsequent crossword mania swept the country and *The Times* reported: "All America has succumbed to the crossword". A Wynne piece appeared in the *Sunday Express* in November 1924, and when Queen Mary voiced approval, other British papers followed suit. *The Times* finally yielding in 1930.

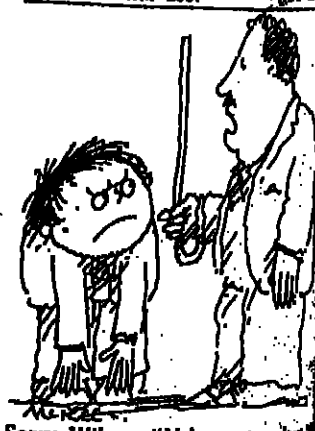
Crossword setters Edward Mather ("Torquemada") and Alistair Ritchie ("Afric") introduced puns, anagrams and word-play into their puzzles, and when Derrick Macnutt ("Ximenes") developed their ideas the cryptic crossword was born.

Crossword anecdotes abound. A man shot his wife when she would not help with his crossword. Moneigneur Knox gave up *The Times* puzzle

during Lent as a penance. Thorne of Eton timed his egg by the hour to complete it.

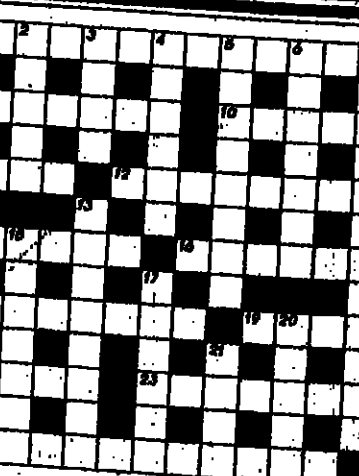
MIS were alerted weeks before D-day when five top-secret words for the operation appeared in *Telegraph* crosswords - just one done. Similarly, *Artilley* appeared in *The Times* puzzle a few days before master-spy George Mallory used it in his escape.

Journalist Anthony Grey kept himself sane during his Fulbright year by secretly compiling crossword words, published after his return in 1969. Crosswords were used by Nazis in 1934 for secret communication, and banned in liberated areas to avoid similar use.



Sorry Wilson, "He's cast a cloud over the crossword."

No 100 CROSSWORD by Rufus



Across

- 1 Informative clue to D-I-A, perhaps (11)
- 2 One needs a couple of rings to get this number (7)
- 3 Angry enough to change sides (5)
- 4 Pulling a penny out of a pocket (4)
- 5 Let's hit out a place in Jersey (2,5)
- 6 Figure it might be an anagram (6)
- 7 Entertainment that's a bit strange to mother (5)

Down

- 8 Grain of discontent (4)
- 9 Hilberto the star boy wanting to go with girls (6,4)
- 10 One way to do good without pay (7)
- 11 Notice a wild (5)
- 12 Brief vacilla (5)
- 13 A boring (5,2,2,4)
- 14 Don't touch when living a life (4,2)
- 15 Romeo's lady on an English writer (7)
- 16 Disregard one's not another (6)
- 17 Attack on a clique (5)
- 18 Record that "improves money" (4)
- 19 They secure temporary accommodation (4-4)
- 20 Some letters together show promise (5)
- 21 Shipping trade (5)
- 22 More than one player in a new book (7)
- 23 They fill a need for extra information (11)

Lobbyists pitch themselves into election battle

Independent schools have formed 150 groups in an attempt to make their voice heard in the coming election. The groups are lobbying for a central issue in the local press and media.

Mr Frank Fisher, a former public school headmaster and chairman of the Independent Schools Action Committee, which is organizing the schools' campaign, says his key message is the middle-of-the-road school voter who, he believes, can be switched sides on the issue.

The election will be fought on issues like Europe, CND and employment. "Mr Fisher, principal of Volsey Hall, a private correspondence college in Oxford, told *The TES* that Labour wants to sweep under the carpet the more extreme infiltration by the far Left such as nationalization of land, abolition of the House of Lords and abolition of the medical and private education."

Our mission is to ensure these are swept under the carpet and that the electorate understands the significance of the manifesto.

The action group have been told to

Lunchtime pay deal pointer for contracts

A local education authority's decision to pay teachers for lunchtime supervision could help to clear the major stumbling block to a new contract for the profession.

Under the deal, Guernsey teachers are paid £3.44 an hour to carry out lunchtime supervision - and there is a no limit on the number of times an individual teacher can volunteer for duty. The agreement states there should be one teacher on duty for every 80 children.

Mr David Hart, general secretary of the 21,500-strong National Association of Head Teachers, said he had asked his Guernsey association for details of the scheme and added: "This is the sort of solution we're going to have to have over here."

Teachers have a guarantee from the States of Guernsey Education Council that the cash on offer will be increased every September - in line with any agreement reached in the Burnham Committee, which negotiates teachers' pay.

Guernsey does not have a school meals service - and so therefore was unable to offer free meals to teachers who supervised children eating sandwiches at lunchtime or taking food from fish and chip vans which visit school sites during the midday break.

Poly rector faces awkward clash

The rector of Liverpool Polytechnic faces the embarrassing prospect of a confrontation over the college's future with one of his own students - who is expected to be elected Labour chairman of the city's education committee next week.

The likely chairman is 24-year-old Mr Dominic Brady, a first-year student on the polytechnic's town planning course. Ironically, after a series of discarded lists that is the only course now scheduled for closure.

At issue is the future direction of the polytechnic, which must be set out in an academic plan originally demanded by the Council for National Academic Awards two years ago. Dr Gerald Bulmer, the rector, wants it to specialize in science and technology, with cuts in arts and social sciences. But many lecturers and students, including Mr Brady, do not agree.

When a delegation from the CNAA visited the polytechnic on Monday they found to their dismay that there was no sign of an agreed plan. Indeed, as a result of recent mergers with two teacher training colleges, there is no academic board at present that could produce one.

Now the CNAA has agreed to extend the deadline for the plan from the end of this term to the end of the year. But its representatives gave the polytechnic a clear warning on Monday that if no plan was produced, they might withdraw validation from all its courses.

The polytechnic says it cannot produce the plan in time. And, even if it can, the plan must be agreed with the city council before going to the CNAA. The chances of that seem slim.

Mr Brady said this week: "We certainly don't accept what the rector is trying to do, which is to make a science-based monotechnic and cut out socially-based courses. We shall reinstate the town planning course and extend courses to meet the needs of the Liverpool area and Liverpool students."

Asked if that meant dismissing the rector, he said: "Whether we get rid of the rector or not is immaterial. He will have to fall in with our policy."

Mr Brady this week promised to protect teachers' jobs in Liverpool following Labour's sweeping victory in the local elections (see page 10). Next week Labour will take the first crucial steps in officially re-opening the Croxteth comprehensive which has been run by parents for 10 months. An emergency motion at the council's AGM will call for the immediate release of funds under the 1972 Local Government Act which permits councils to spend money in the interests of the local community. A Section 12 notice opening the school will be drawn up later as part of the overall secondary reorganization.

AMA backs creche plan

The Inner London Education Authority wants to set up creches for the children of teachers and lecturers, and has been promised the support of the influential Association of Metropolitan Authorities.

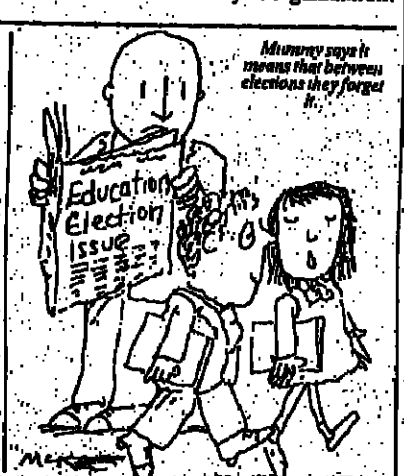
The idea has so far been balked by interpretations of the legal framework which governs teachers' pay.

According to legal advice from the ILA's own solicitors, it would be in breach of the Remuneration of Teachers Act and the regulations of the Burnham Committee, which negotiates pay, to offer creche facilities to teachers at anything other than full cost fees.

"We've been advised that a local authority is not able legally to remunerate teachers in cash or kind in this way," said an ILA spokesman.

Meanwhile, two creches are due to open in October for children of non-teaching staff.

Fees will be charged according to income and the estimated full cost of £94 per child per week will be subsidized for everyone. The range of charges is likely to be from a minimal sum for a parent earning £5,000 a year or less; to about £80 a week for those earning £17,000 and above.



Ministry says it supports the creche plan.

THIS WEEK	Nuclear attack	Platform	Arts/Books	Resources/Media
<ul style="list-style-type: none"> MENTARY 2 TO WORK 17 REAS NEWS 18-19 TERS 20-21 BACK 22 ONAL ARISTIDES 23 CROSSWORD 104 CLASSIFIED 37 	<ul style="list-style-type: none"> Critics on all sides of the nuclear debate have attacked the Government propaganda film for schools 3 CEOs claim 3 Chief Education Officers and their deputies are claiming a 13.5 per cent pay rise 3 Pay scales 10 The new pay scales for further education lecturers 35-36 	<ul style="list-style-type: none"> Attention to the theoretical roots of teacher education to support and enrich classroom practice is a priority for the 1980s, Dr William Taylor argues 4 How one school raised £20,000: an A-Z of fund raising; when to call in the experts 35-36 	<ul style="list-style-type: none"> Gillian Peck on the Creationist controversy in American schools; Frank Johnson on <i>The Oxford Book of Aphorisms</i>; Mary Jane Drummond previews a study of teenage literacy; Margaret Spencer on reading; Tim Alberici on television medical programmes; Lynn Trice on <i>Education: The Robin Hood of 1600</i>; Luc Godard, Religion and ancient history textbooks 27-32 	<ul style="list-style-type: none"> Materials for French; geography, careers, Re-assessment of Jean Calvin. Television series for RE, and on health. Video opens 33-34 Reference books: reviews of encyclopedias, dictionaries and atlases for classroom and general use 47-48



Mrs Thatcher is going to the country on her record over the past four years, pitting her Government's credibility against that of Mr. Foot and his colleagues. What has been hap-

This, of course, is the level at which much of the electoral debate will be conducted. But there are other achievements to the credit of Sir Keith Joseph and his predecessor, Mr Mark Carlisle, which could well stand, whatever the outcome of the election. The decision to publish HMI reports and to combine publication with a monitoring process which will require I.e.s.s to follow up particular points of criticism, is a major innovation in the management of the education system. Time will tell how powerful it will prove to be, but it is a practical measure, aimed at improving the Secretary of State's capacity to make sure the I.e.s.s perform their statutory duties thoroughly.

This may well be because, without more analysis, his generalization is difficult to come to grips with. As things stand, the examination system is bound to throw up a bottom 4 per cent of certified failure, but this does not in itself confirm that 40 per cent emerges from 11 years of compulsory schooling with nothing to show for it. The variation from school to school – from inner urban sink to outer suburban haven – is so wide as to make generalization dangerous. But this is simply to redefine Sir Keith's problem in other, slightly less intractable, Rutter-like terms. Sir Keith's successor (of either party) will certainly have occasion to pick this issue up again after the election. If Sir Keith were to return (which must be unlikely) it would be reasonable to expect the bridgehead established by the Low Attainer scheme to be extended, with extra funds from another of his major achieve-

Sir Keith's greatest failure has been in the realm of leadership. He has not accepted the leadership role of a man of State. He is a skilled lawyer, but his distaste for state intervention in the economy and his unwillingness to be seen and painful to behold. If he could have provided encouragement as well as criticism, he could have defended education and colleges, is a resounding flop, castigating it; if he could have been according to critics on all sides of the nuclear debate.

The film was shown last week at a one-day workshop on defence for that, notwithstanding the real education London sixth-formers and was poor in its term of office, morale within the service is now much lower than it was, and this is one of the chief reasons for the current state of the service, and will have to face.

Mr Colin Gordon, of the pro-NATO British Admire Committee, introduced the film with a flourish,

The growing disparities in pay have been highlighted in a report to South Tyneside council by Mr Keith Stringer, director of education. In the report, which calls for the creation of a dozen new posts and the upgrading of several more, Mr Stringer warns that officer recruitment will get increasingly difficult since most teachers in their early 30s entering administration now would

● Teachers have voted overwhelmingly in favour of ratifying the 4.98 per cent agreement reached between local education authority representatives and union leaders last month.

Delegates to a special pay conference of the National Union of Teachers in Scarborough at the weekend voted in favour after being told by the union's general secretary, Mr Fred Jarvis, that it was "the best that could be got by negotiation."

Ms Rebekah Carrier, a pupil at Parliament Hill School, in north London, accused the film of being patronizing to members of the peace movement and oversimplifying "everything". Mr Gordon agreed with her that the military music introduced every time Russia was mentioned simply encouraged fear and distrust.

The Peace Game was made last autumn as part of the Government's campaign against the rising tide of anti-nuclear protest. The film cost £80,000, and by the end of February had been shown 450 times. Forty-four per cent of these showings were in schools and colleges.

It was shown at the one-day workshop last week which was a pilot project to examine ways of encouraging balanced pupil debate on the sensitive issues of peace and defence. It was run jointly by the Commonwealth Institute, the Council for Education in World Citizenship and the Inner London Education Authority.

grounds for referring young people to the children's panels set up under the 1968 Social Work (Scotland) Act.

The decision, taken at a meeting last week of the authority's further and higher education sub-committee has been referred up to next week's meeting of the full education committee in a delaying tactic by Tor-

At the meeting, members clashed violently over a form which, according to Tory member Dr David Avery, would quiz Scouts about such things as uniform and the number of gay leaders in the movement.

The row between the ILEA and the Scout Association has its roots in remarks made last autumn by the Chief Scout, Major General Michael Walsh, about restoring old-style discipline and toughness.

Last year inner London scouts received £62 000 from the UEA.



Pointing out a large wooden hut housing three classrooms and a dining hall, which after 50 years is to be demolished to make way for a badly needed £750,000 building programme, she said her school had been hit by the council's cut backs.

Miss Wilson said she was under increasing stress because there was no guarantee that posts would be filled or teachers covered for absences, even if they were taking vital exam classes.

"They have not done it yet but there is always the threat. That's what is getting us."

Mr Alan Garner, headmaster of the City of Lincoln comprehensive school and the SHA convener for the county, said that by September 42 jobs would go in the 16 secondary schools in his division - 35 from falling rolls and seven as a result of cuts in the pupil-teacher ratio.

Referring to the Prime Minister's education, he said: "If Margaret Roberts were entering secondary school today it would be questionable whether or no she would get to Oxford."

...no comment

[illegible]

Falling rolls hit Liverpool earlier and more heavily than almost any other city, but nothing had been done to manage contraction. With sixth forms and neighbourhood schools at stake, and councillors counting votes in every ward where pleasure is mooted, unity within any one party is difficult enough. Where agreement had to be reached between two parties it proved impossible.

The Inspector's blistering verdict was followed up with a visitation from Sir Keith Joseph and ultimata from the DES, but deadlines set for secondary reorganization plans have come and gone while the disaster areas have deepened.

Now the Liverpool electorate have finally given a clear mandate to one party; they have at least solved one difficulty for the DES.

It is easy enough to see how the years of inertia—compounding unemployment, disadvantage, deprivation and urban blight—should have led to support for radical action. The only surprise is that it has not led to more open revolution on the street. But the schools do not deserve to be a battlefield.

The YTS will also embrace many of those leavers who would be lucky enough to get jobs in the ordinary way. Many future apprentices will be taken on through YTS and it will become increasingly difficult to find a first job without going through the antechamber of YTS.

For this reason alone, it is going to be important for teachers to understand the structure and terminology. There is a great deal of

confidence and uncertainty which the voucher system would create is frightening. . . . No child's continuity of education could be guaranteed".

He says the Government's present policies on 16 to 19-year-olds are aimed quite cynically and deliberately at deterring people from continuing their education" and says the discrimination against young people in schools and colleges must be reversed.

There are, however, clear signs that

their critics by emphasizing that spending per child is higher than ever and that the Government has taken firm action in the last four years to raise standards and extend parental choice.

This stance, expected to form the basis of the education chapter in the Tory manifesto, is largely dictated by necessity. There are few new shots left in the party's educational locker. Both vouchers and loans, the only radical education schemes expected to feature in the programme, have been

The defeat of his plans for loans was announced by Sir Keith Joseph, the Education Secretary, in the Commons on Tuesday. "The Government has no present intention of replacing any part of the student grant by a loan", he said. But he added that ministers were still interested in finding means of widening student access without excessive cost to the taxpayer and that these could include loans. The first step would be the issuing of a consultation paper.

It is understood that strong opposition to loans built up on the backbenches and then spread to ministers when they saw the £25m scheme that had been agreed with the Treasury. But the plans were finally ditched by Mrs. Thatcher, who felt that the scheme was going to cost too much money.

● The NUT's counterpart north of the border, the 45,000-strong Educational Institute of Scotland, is treating the election date with regal disdain. Its annual conference will open on Perth

IT PAYS TO TAKE TIME OFF

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Teacher education: achievements shortcomings and prospects

It would be a mistake not to recognize the present prospects of growth in teacher education - not just simply in numbers, too long the sole criterion in these matters - but also in professional coherence, in the strength of the research and knowledge base, in the quality of students and of courses, and in the outcomes in terms of teaching performance and pupil gain. In all these respects, there could be a promising future ahead.

Numbers, however, do matter, and it is from numbers that I derive some of my hope for the future.

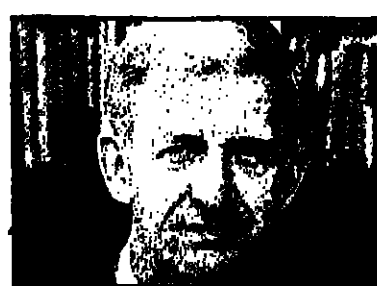
In an over-simplified way, we can say that employment prospects for teachers turn upon birth projections, teacher wastage (including early retirement); the possibility of improved staffing standards in the schools; increased participation in education at pre-compulsory and post-compulsory ages; the level of in-service provision and release; the decisions of governing bodies and local authorities in respect of the appointment of new entrants to the profession as against applicants from the so-called "pool of inactive teachers" (the unglamorous PIT) and, finally, the spending plans of Government.

If we aggregate the reasonable assumptions that we make in respect of each of these factors, how many vacancies will there be for primary and secondary teachers respectively from the point at which students in colleges today emerge on to the labour market, up to the middle of the 1990s? The table gives some illustrative figures.

The total figures conceal, of course, a marked growth in primary demand, from 6,500 vacancies in the current year, to 12,500 in 1987-88 and 16,500 at the end of the period under review, and a sharp fall in secondary demand, from 17,500 at present, to only 5,500 in 1987-88, rising by the mid-1990s to 14,500. The absolute numbers of students who can expect to find vacancies in schools is less important than the proportion that this number constitutes of the total of those qualifying for higher education. In this connection, a chart taken from the same DES publication is extremely revealing. It shows that in 1983, teaching only needs about 8 per cent of those qualifying for higher education. By 1987-88 half as many more will be needed, 12 per cent of the total qualifying.

By 1995, the figure will be in excess of 20 per cent, and rising. Thus while at present teaching only

Extracts from the Sir John Adams Memorial Lecture given on Tuesday by Dr William Taylor, director of the University of London Institute of Education for the past 10 years



"needs" less than one-twelfth of all those obtaining two A level passes, within just over 10 years from now, it will "need" one in five.

If we accept the assumptions on which these figures are based - and there are those who do not, believing that age participation ratios can and should increase, that various forms of adult and continuing education will create new sources of mature students, and that the population figures on which the Government Actuary's "principal projection" is based are simply wrong - teacher education is going to be a much more significant element in higher education than at present or in the recent past. Teaching itself may even need to be made more attractive in terms of salaries, conditions of service, and career prospects.

Twelve years is quite a long time, even in the field with such massive institutional inertia as higher education. We do not know what the pattern of provision will be by 1995, if there will still be a sharp distinction between university and non-university institutions as at present, or what other changes in values and political climate may have taken place.

If we assume that universities will still exist in some reasonably familiar form, that a substantial proportion of teachers will be trained by means of consecutive courses, and that senates and faculty boards can be persuaded to devote the resources to teacher education that the schools require, we face the possibility that teacher education will be a much more important element in the work of many higher education institutions than it has been up to the present.

We shall not take full advantage of these trends unless in the meantime we have met some of the shortcomings of teacher education. These have over the years been extensively analysed. Much has been heard (not just in this country, but in the United States, in Europe and in many Commonwealth countries) about low entry standards, both in terms of intellectual capacity and motivation; irrelevant and over-theoretical courses; the lack of staff with recent school experience; poor integration between the subject, professional and practical elements in the course; insufficient induction provision for the newcomer to the classroom, and lack of resources and of concern for improved in-service education. The recent White Paper reflects many of these concerns.

Some of those shortcomings are due to lack of interest and resources from governments and education authorities; some reflect the working of markets for talent; some derive from long standing and intractable clashes of values; some arise from lack of leadership and appropriate effort from those of us in the business; some are caused by the absence of suitable organizations by means of which effort can be focused and directed; and some come about because not only is our knowledge and understanding of what can and should be done limited, but we are not terribly good at bringing what knowledge we do possess to bear on the solution of problems. This is a tangled web. It does not help much to seek scapegoats in the

form of "theorists". Unfortunately, there is a strongly rhetorical element in many current assertions about the past and present state of teacher education. We can document the very rapid expansion in number of institutions, students and staff that took place in the '60s, the "boxing and coxing" with which lecturers had to contend, their response to pressure to squeeze as many people into the colleges as possible, to maximize output at the same time as a three year course and a new BEd degree were being introduced.

It is equally easy to show how the unit costs of all this activity compared with those of polytechnic and university courses. The quantifiable aspects of the record receive less attention than the educational and values contexts, about which much has been said, little of it complimentary. Those who in the '60s rallied against the conservatism, academicism, elitism and inhumanity of an earlier age, and those today who identify the '60s as a period in which standards were forgotten, anything went as far as teaching performance was concerned, and children were encouraged to run riot in the name of self-expression, are for the most part tilting at straw men.

Rhetoric inevitably plays an im-

portant part in the discourse of our subject. A great deal of what is written and said is not meant to inform, or to facilitate analysis, or to encourage critical discrimination, but to exhort, to inspire, to motivate, to enthrall. The volume and style of utterance on teacher education bears little relation to the actual amount of worthwhile knowledge we possess about it. Few of those in the disciplines of education have turned their attention to study the processes of which they are part.

This is in contrast to the position in the United States, where the education of teachers is a respectable aspect of the study of higher education, which has attracted attention from psychologists, sociologists, historians and a small number of philosophers. In terms of the relevant contexts of teacher education - demographic, economic, values, curriculum, technology and institutions - much more work has been done in this country on the first two - numbers and resources - than on the remainder.

By contrast, the absence in the United States of national teacher manpower planning, and dependence on State and private agencies,

has focussed attention much more on professional, technological and institutional factors. In neither country, with a few exceptions, have the values and culture of teacher education been looked at all carefully or systematically. For example, politicians of both Left and Right display great sensitivity concerning the impact that teachers have on the development of political attitudes and behaviour. Somewhat surprisingly, this is not reflected in any great volume of scholarly writing or research.

We shall not improve teacher education by learning to despise theory. Nor by such means will our students be better teachers. Leaving aside the sense in which theory resides in the assumptions that every practitioner makes about society, about the nature of children and their capacity for learning, and about what constitutes worthwhile knowledge - what our East Anglia colleagues call teachers' "theories in practice" - there is the more important issue of how teacher education itself can hope to advance without theory.

The language we use to report, to describe and to explain, not only reflects the times we live in - input, throughput and output instead of

tion is for me one of the priorities for the remainder of '80s. This is not simply a matter more research on what we learn in lecture room at college how it is influenced by their experience and affects their a quent performance. Nor is it more systematic evaluation of able techniques - such as co- assisted instruction, micro test competency-based teacher dition, school-focused training use of protocol materials, tion, to name but some.

It is not even the developing, piecemeal and the evasive alternative and experimental rammes, important although these things are.

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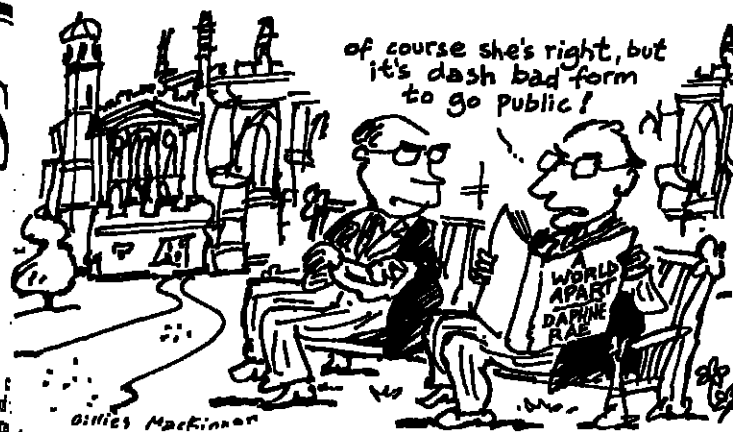
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Dr William Taylor became of the University of London September.



Independent heads in uproar over Rae revelations

by Nick Wood

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Planning problems put an end to private 'university'

'Campus' site for sale

The West Country stately home where a private "university" was set up only a few months ago is up for sale because of planning problems.

Cricket Court at Cricket Malher, Somerset University, which houses "Somerset University" is being sold for "in excess of £250,000" according to the estate agents handling the sale.

The "university" was launched in January (TES, January 28) offering a full range of degrees to anyone over 21 with "life experience" at the cost of about £1,000 per degree.

It was set up by businessman Mr Raymond Young, who was the director of a London clinic which offered cosmetic surgery, including bust lifting operations for £1,000. His previous venture was investigated by

the BBC programmes *That's Life* and *Checkpoint*.

Cricket Court, according to its brochure, dates from before the Norman Conquest and the present building was erected in 1811. In 1944, when it belonged to Lord Beaverbrook, it was visited by General Eisenhower, Winston Churchill and Anthony Eden when they were planning the D Day landings.

Mr Young's wife said: "We are selling the Court because we have not been able to get planning permission to use the whole building as university offices, only the base-

ment. "We are moving offices to Taunton, although it has not yet been finalized. We have been looking for similar sized premises to the Court, with more office space, in the centre of Taunton."

"The university will be moving lock, stock and barrel. Already we have about 50 students. A spokesman for Yeovil district council planning department said that no application had been received for planning consent for use of the basement as offices for the university. The university claimed it did not need permission and the issue is with the council's legal department, the council spokesman said.

Ulster's children withstand bombings

by Hilary Wilce

Northern Ireland's children are far less troubled than might be expected as a result of their lifetime's exposure to bombings, shootings and street rioting.

When 11 and 12-year-olds living on a deprived and strife-torn Catholic housing estate in west Belfast were questioned about their lives they told of newspaper rounds, swimming, football and visiting friends.

Only three per cent mentioned activities relating to "the troubles", and these appeared to be sporadic and casual. "Burnt lorry and stoned the Brits in the afternoon," wrote one. "In the evening went to a friend's house".

The researcher, Ms Jean Whyte, found no evidence of the new extreme patterns of behaviour often attributed to Northern Irish families - that is of children being cooped up at home because of the violence outside, or being left to roam the streets at will.

However the children read more newspapers than a comparison group of children from similar back-

grounds in Manchester. In another respect they were startlingly different; almost 80 per cent of them had been away from home alone for a number of days or more, compared with only 18 per cent of the Manchester children.

When the children were asked to write down one wish, 36 per cent made altruistic wishes, or ones concerned with their families or with Northern Ireland generally, rather than wishing for something for themselves.

This seemingly advanced personality development could, Ms Whyte suggests, show "an underlying awareness of 'the Troubles' which had not emerged elsewhere, suggesting perhaps this awareness lurks like a shadow in the background of many of them".

Her findings form part of the first major collection of studies on Northern Ireland's children for four years. Evidence of direct harmful effects of exposure to violence is sparse, although there is plenty of evidence of the effects of domestic violence, poverty, poor housing and high unemployment.

Educational provision appears to be more adequate than other public services, but the number of purpose built nursery places for the under-fives is much lower than elsewhere.

The proportion of places available for three and four-year-olds shows that Northern Ireland lags well behind with 12 per cent, compared with 21 per cent in England. Primary pupil-teacher ratios are larger than elsewhere in the United Kingdom and almost half the province's primary schools are below the minimum size for providing an adequate range of educational expertise and experience, as defined by Northern Ireland's school inspectors.

Yet the province's children do well in school. Assessment of Performance Unit studies in primary maths, language and science, and in secondary maths and language show educational standards as high as those achieved in the affluent south of England. And a higher proportion of young people in Northern Ireland obtain O and A level passes than in England and Wales, according to 1979-80 figures.

In her conclusions Mrs Joan Harbison, the book's editor, points out that work carried out by "insider" researchers tends to draw more optimistic conclusions about the resilience and adaptability of Northern Ireland's children than that done by outsiders visiting the province.

Children of the Troubles. Children in Northern Ireland, edited by Joan Harbison, Stranmillis College Belfast, Learning Resources Unit.

New micro scheme unveiled

by Carolyn O'Grady

The Department of Industry has announced the latest stage in its "micros in schools" scheme which provides 50 per cent funding towards designated equipment and software.

The scheme, which also provides aid for FE Colleges to buy machine tools, will cost about £8 million.

It will allow secondary schools which have received microcomputers from the first DOI scheme to buy peripheral equipment and software. More than 90 per cent of secondary schools now have micros under the programme.

Schools are offered one of two packages. Both include a Microvitec colour monitor, a Walters Printer and what is described as "a starter pack of quality software".

Announcing the new range of peripheral equipment, Mr Kenneth Baker, Minister for Information Technology, said the "micros in schools" scheme was a continuing programme which would go on whatever the General Election result.

However the children read more newspapers than a comparison group of children from similar back-

WORKING TOWARDS INTEGRATION

Parents and the 1981 Education Act ACE and The Spastics Society Joint day conference on Thursday, July 7, 1983 to be held at the Institute of Education University of London

In addition to parents and organisations representing their interests, the conference will be of particular interest to heads, teachers and governors, ordinary and special schools, voluntary organisations, education officers and professionals in health and social services.

Conference fee £12 (including Conference pack and coffee, lunch, tea)

For further details and an application form apply to ACE 18 Victoria Park Square London E2 9PB (Tel: 01-880 4596)

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NEWS

Monitoring
of black
progress
called for

The progress of black teachers and pupils must be monitored in every education authority, school and institution, with an accurate record kept of applications, rejections and reasons, a black educationist told a conference in London last weekend.

Miss Jocelyn Barrow, a research fellow at the London Institute of Education, and a governor of the BBC, said: "I can say I know of 40 black teachers who have applied for jobs and didn't get them - I get phone calls about this all the time. But I do not keep records - there might be more or less than 40. So this is a valuable place of information to anyone else."

Monitoring was not always about why ethnic minorities did badly, she said - for example, she would also like to know why Asian children in Huddersfield did better than whites in O level English, she told the conference, organized by the Assistant Masters and Mistresses Association on positive and negative discrimination.

Miss Barrow also argued that student teachers should be made aware of harassment and discrimination likely to be faced by black youngsters outside school.

A warning that mother tongue teaching could be divisive came from Mr Eric Bolton, chief inspector for educational disadvantage and ethnic minorities.

In Sweden, he said, everyone had the right to be taught their home language, with the result that certain minorities were entirely separated from the rest of society.

During a recent visit he had seen a pre-school establishment with five houses for five nationalities. They never met each other let alone any Swedish children.

But he urged teachers to give the same respect to ethnic minority languages as they had for French and German.

● An AMMA document, *Our Multicultural Society: the educational response*, calls for the collection of ethnic minority statistics to assess the needs of the children. The classification would have to be clearly defined and carry strong safeguards to ensure that any information could not be used for more suspect purposes.

● O' and A level examination boards were accused of being too restrictive by delegates to the National Association of Multicultural Education conference in Manchester last week.

The boards were attacked for being too ethno-centric in their approach to syllabuses and examinations which restricted the promotion of multicultural education.

Teachers were accused of not using their professional representation on the exam boards to better effect.

Heavy caseload
delays publication
of Swann report

by Diane Spencer

Publication of the Swann committee's report on the education of ethnic minority children has been pushed back to the end of this year. The original target date was this summer, but that has proved optimistic given the hundreds of submissions received and the dozens of visits made around the country.

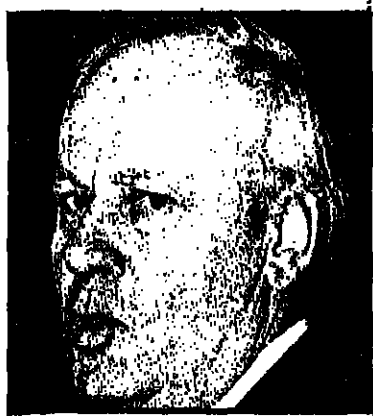
The committee's timetable was also disrupted when pressure from black groups forced the committee to cancel its plan to commission research into factors affecting the success of some black students. Critics feared it would concentrate on family backgrounds instead of schools.

Lord Swann was so disappointed by this that he issued a memo to the committee saying he regretted the lack of research and hinted that it might not be worth continuing.

The situation was somewhat relieved when committee member, Dr Gunderma Verma, of Bradford University, offered to extend an existing project of his to look at factors affecting academic success and failure among various ethnic groups in his area. His results should be available next month.

At their last meeting three weeks ago, the committee discussed an appraisal of research into IQ testing and race commissioned by Lord Swann. He described it this week as "an important paper". It will appear in some form in the final report.

In addition, the National Foundation for Educational Research has produced a massive draft of an overview of research into Asian and other ethnic minorities. Professor John Rex's Aston University unit on ethnic relations is looking into the multicultural policies of four education authorities, and Mr Egon Whittingham, a freelance research-



Lord Swann: disappointed

cher, is presenting a paper on West Indian language.

At last month's meeting members also looked at a draft section on language. Next month the topic is likely to be racism.

Two of the more contentious issues to be resolved are separate schools for Muslims, Sikhs or other religious groups, and mother tongue teaching.

The final report is likely to resemble the Bullock report on language rather than the Warnock report on handicapped children in that it will attempt to establish changes of attitude and thinking.

It will not lead to new legislation. But it will probably recommend some minor improvements in existing Acts and will almost certainly try to replace Section 11 of the 1966 Local Government Act.

This section allows local authorities to recover 75 per cent of extra staffing costs from central government if they have a certain percentage of "immigrants" in their area but many feel it is out of date.

Contracts 'scandal'

A teachers' union leader has attacked the "scandal" of local education authorities who are offering fixed-term contracts to newly-qualified teachers.

According to a survey by the National Union of Teachers, authorities are offering contracts of only one term or two terms - thereby not allowing the teachers to complete their probationary period before their contracts expire.

Mr Doug McAvoy, deputy general secretary of the NUT and leader of the teachers' panel in Clea/st, which negotiates conditions of service with the employers, said that 30 out of 35 local education authorities in an NUT survey were using fixed-term contracts for probationary teachers.

The teachers' panel of Clea/st urged the local authorities on Tuesday to put a stop to the practice.

Mr McAvoy was particularly incensed by a suggestion from the management panel that the use of short-term, fixed-term contracts made it easier for local authorities to dismiss teachers if felt were not up to the necessary standard. "They can't beat about teachers being incompetent if they're not willing to

accept their responsibilities with their training", he said.

A management spokesman said that the teachers had been supplied details of the authority which were offering such contracts and added that Clea would not dissuade them from continuing the practice. "Clea is now on saying we're not happy with the situation", he added. "In no way be justified."

Tuesday's meeting also put negotiations on a different footing as from September with sides agreeing to chair the meeting alternately. Previously, the management side has always chaired the meeting.

It was also presented with a minimum staffing table for schools.

About 40 I.E.A.s were negotiating curriculum-led staffing then relying on pupil/teacher to determine staffing.

The paper suggested the outcome of a local inquiry into the operation of curriculum-led staffing before the issue further.

NAS/UWT presses hard
for pupil profiles

Pupil profiles should be introduced to complement exams and give all school-leavers a wide-ranging "policy-leaving statement", says a policy document published by the National Association of Schoolmasters/Union of Women Teachers.

The nationally validated profiles would not replace conventional examinations, the NAS/UWT says, but it adds that the present examination system tends to "demonstrate what a pupil is incapable of rather than what he can do", and "stigmatizes" as failures those very pupils who are already lacking in motivation and self-confidence, with incalculable consequences in later life.

However, the document gives a warning that the introduction of a national profiling system will involve teachers in more work, quotes figures from a Scottish survey which estimated that a secondary school carrying out a system of secondary schooling would involve 10 weeks' full-time staff.

It says the assessment should record academic attainment and "contain information about prospective employers and about pupils' personal achievement, interests and attitudes".

It adds: "Sections on literacy, oracy, and personal skills, punctuality, reliability and social initiative, describing both able and gifted pupils, would be of value to employers."

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Strike call results in defections

Teachers in Durham who have been told to strike are trying to quit their union and join a rival teachers' organization, it was claimed this week.

Mr John Alderson, regional official of the National Union of Teachers, said his union had been inundated with transfer requests from members of the National Association of Schoolmasters/Union of Women Teachers, which is striking over the authority's refusal to pay back money docked from teachers who would not cover for absent colleagues.

He said that eight NAS/UWT members in one secondary school had asked to join the NUT. But because of a TUC agreement that unions could not recruit members

from TUC-affiliated rivals during a dispute, the applications could not be processed until there was a settlement.

Mr Peter Matthews, regional executive member of the NAS/UWT, emphatically denied that there was any weakening of his members' resolve. He added, though, that members were free to transfer to other organizations at any time since there was no closed shop in education.

The NAS/UWT is carrying out a campaign of selective strike action in Labour-controlled Durham's schools. This week eight primary schools were hit by a two-day strike and eleven by a three-day strike. There were also day-long and half-day strikes in many secondary schools.

Meanwhile, it emerged that two

members of the NUT in Durham had pay docked for refusing to cover for an absent colleague last month.

The NUT reached agreement with the authority earlier this year on restoring supply cover after a dispute lasting nearly a year. Mr Alderson said he would be taking up the docking of the two members' pay with the authority.

ACAS, the government arbitration and conciliation service, was in touch with both sides again this week to try and get a settlement to the dispute - but their chances of success looked bleak. The authority is said to be prepared to accept arbitration but the NAS/UWT is insisting that there can be no arbitration on the principle of "a full day's pay for a full day's work".

Left
group
relaunch

An attempt is being made to relaunch the Rank and File, the dominant left-wing group in the National Union of Teachers in the late 1960s and early 1970s.

Just before the NUT in Jersey this year, it was that members of the "rank and file" - the largest group in the union - were planning to disband and set up their own organization of teachers.

However, a group of members of Rank and File, sent about 20 branches, now plan a national conference this summer.

The move means the NUT have three left-wing groups: the SWP group, the Rank and File - which is independent socialist - and the Socialist Teachers Alliance.

Jobs gloom

A higher proportion of former Cambridge graduates are unemployed at the end of the year, before, according to a report from the latest appointments board. It says appointments for graduates, or 3 per cent of the total, were down from 1982, or 7 per cent in 1981.

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Special Education in Scotland

With the introduction on January 1 of the new regulations governing special education, there is an urgent need for all teachers to become more familiar with the challenges of teaching handicapped children, in the ordinary classroom as well as in special schools and classes.

During January, The Times Educational Supplement Scotland published a series of articles on special education: how individual authorities are reacting to the new regulations; how parents are coping; a case study of an individual school; the implications for teacher training. These have now been reprinted in a six-page format and are available for 80p each (including postage) from the address below.

Please send your cheque/postal order (no cash please) made payable to Times Newspapers Limited to:
The Times Educational Supplement Scotland
25 Manby Street, Edinburgh EH2 2DZ

UCCA system 'satisfactory'

Most candidates for university places are "reasonably content" with the system for processing applications, according to a survey carried out by the Universities Central Council on Admissions.

The survey, the first the council has ever conducted of its clients, covered more than 5,000 candidates. It found that they understood how the UCCA system worked and got quite good advice from their schools. Not surprisingly, however, those from smaller sixth forms had rather more problems than those from larger.

Some mature students questioned had more trouble than others getting an offer of a place and were

more critical of the system.

Mr Stephen Lamley, of Lancaster University, co-author of the report, said: "We were pleased to find that (candidates) did not find (the system) too complicated or bureaucratic. Indeed they seemed to be using the system to good advantage."

UCCA, which processes the great majority of applications to British universities, found that most candidates accepted places at particular universities because they really wanted to take the course they had chosen, and because they liked the university when they visited it. But the university's reputation was also an important factor.

NEWS

Staffing cuts leave fewer choices available to pupils

by Virginia Makins

A 6 per cent staffing cut in 1982 has increased the load on teachers and restricted the choices for pupils in a large Bedfordshire 11 to 16 high school, according to the report of a short HMI inspection.

Lea Manor high school opened in 1974. It was built for 1,200 pupils, and now has 1,400, most in the well-designed main buildings with excellent and stimulating displays of work, some in "somewhat shabby, depressing" huts.

The staff cuts left a higher than average pupil-teacher ratio, and heavy teaching loads for staff. Six of the 77 teaching three or more subjects, and two departments had "substantial" staffing difficulties.

The school offers a good range of vocationally-orientated courses for fourth and fifth years, including electronics, business studies and typing. But the staff cuts meant that fewer pupils could opt for physics, biology, typing, modern languages, social studies, business studies, history and craft.

They had also led to large teaching groups for first-year craft courses, which reduced the amount of practical work the pupils could do, in some cases to an "excessive" extent.

The school is praised for effective management systems, and a "well-rounded" academic programme. Exam results were "encouraging overall and good in some subjects", and pastoral systems worked quite well.

HMI reports

HMI reports are available from the Department of Education and Science, Publications Despatch Centre, Honeywell Lane, Stanmore, Middlesex HA7 1AZ. Also from I.e.a.s.

Potential limited by teaching styles

Peter Symonds sixth-form college in Winchester has been very successful at establishing a happy, relaxed and purposeful atmosphere, pretty successful at doing a conventional A-level job, and less successful at providing for its increasing number of less academic, one-year students.

The college, based on two single-sex grammar schools, became a voluntary controlled sixth-form college in 1974, but kept some of its old grammar population until 1979.

Numbers have steadily increased, from an entry of 499 in 1979 to 583 in 1982. The college, with permanent accommodation for 800 students, now takes just over 1,000 with 20 per cent coming from independent schools. The student-teacher ratio is 13.02:1 - higher than average for sixth-form colleges.

The college is praised for its very good staff-student relations, and its wide variety of sporting, social and cultural activities. But HMI recommend closer monitoring of the 20 or so cases each year where students are required to leave because of poor work or attitudes or both, and of the one in thirty first-year students who decided to leave of their own record.

HMI's main criticism is of the teaching styles they found in many subjects, which "appear to limit the potential of some of the ablest students or which concentrate on too narrow a range of techniques and skills for the less able students."

They call for a much higher priority for curriculum planning and evaluation and "the critical exchange of ideas" in the subject departments. The widening of the academic range has created problems that are not confined to lower ability students, say HMI.

They call for more varied methods, which take greater account of the considerable range of ability in some classes, and which encourage students to study more independently.

They also found that the college has a problem devising courses for one-year students that "make good sense in terms of vocational preparation and personal development".

They criticize the library as being of little help to independent study by students. Many of the 15,000 books are aging and in poor condition. Capitalization of £1.50 per student has meant that only 174 new books a year have been bought; space for private study is limited, and only 300 books were out on loan during the inspection.

The teacher in charge of the library is also head of a small department, has no library qualification, no paid clerical help, and limited time for library duties. HMI suggest the college should develop a policy on independent learning, which would require a substantial increase in copywriting and non-teaching staff for the library.

The senior management team needs to give clearer direction on curriculum aims and development, says HMI. Staff had attended a variety of in-service courses, but there seemed to be no systematic development as a result.

Poor use made of poor resources

Shabby buildings and poor resources were found at Summer middle school, Exeter.

The book stock was "inadequate and deteriorating," say HMI, and more up-to-date resources should have a high priority. It needed more equipment for art, science, religious education and craft.

But the existing resources under-used during the inspection. The school failed to exploit its own and interesting grounds for work.

Summerway takes 30 twelve year-olds, and has a pupil ratio of 12:1. The mixed ability classes, as taught by their class teacher of the time. The area has "social problems", and the children with a wide range of ability.

HMI found that a lot of the work was too practical, and that the children with few special work independently and in pairs. Too little time was given to education, practical skills and geography.

Mathematics and music were planned progressively, but the topic work was too much for the children, and HMI found evidence of lack of continuity from year to year.

More enjoyable and more music should be a high priority, and wider opportunities needed for art and craft and activities. Some teachers had to involve pupils in design and construction problems, but were hampered by shortage of space.

In English, HMI call for more attention to handwriting, more discussion, and more from purely narrative and descriptive writing.

PRIMARY



Hamilton College School

School accused of setting out-of-date entrance exams

by Janet Boyle

The entrance exam that primary school children take for one of the newest fee-paying schools in Britain is 40 years out of date, educationists claimed this week.

This came after an attack by Mr Charles Oxley, the school's principal, on the standards attained by primary children.

Seventy-eight children attempted the entrance test for Hamilton College School, Lancashire. Only 10 passed and some scored nil, Mr Oxley said. He claimed he would have to perform "educational miracles" to bring the children up to standard.

Mr Oxley, who bought the former Hamilton College of Education last year, now runs it as an independent Christian evangelical school. He also runs two independent evangelical schools on Merseyside.

Teaching experts in Strathclyde who examined the papers said they were inappropriate to the Scottish school syllabus. Their descriptions

of the test papers ranged from "absurdly difficult" to "I would pay to keep my kids out of this school".

Dr Malcolm Green, Strathclyde region's education convener, asked the council's primary advisers to look over the papers, and said later: "They are in the main quite out of harmony with educational developments since 1945."

Mr Alastair Cram, headmaster of Jordanhill College School, attached to Jordanhill College of Education, condemned Mr Oxley's efforts for papers laid out with the questions cramped together, leaving insufficient room for pupils, particularly younger ones, to work in; lists of words, some of them wrongly spelled with the instruction to rewrite them correctly - "it is policy never to present children with wrong spelling", said Mr Cram; and out-of-date maths papers using imperial measures which had not been taught for 15 years.

Village schools' role questioned

by Biddy Passmore

The role of small village schools should be kept constantly under review and not just discussed when a school is threatened with closure, according to a new report.

There is no clear evidence that the closure of a village school causes lasting damage to the community. But it says that is "no reason for adopting a laissez faire attitude of waiting to see where the axe falls and leaving people to adapt to the changes as best they can".

Local people and the authority should explore ways of maximizing the mutual benefits of school and community, it says, and the I.e.a.s. should take particular care over the appointment of staff. The report, published by the Community Council of Northumberland, reviews the evidence from other parts of the country and compares nine pairs of villages in Northumberland, one where the school has been closed and the other where it is still open. It found no evidence that young families moved away from, or do not come to, villages without schools. In only two pairs of villages was there a significantly higher percentage of young children in the village without a school. In three pairs, the proportion of young children in the village which had lost its school was actually higher.

Nor did the researchers find that the closure of the village school led to the "death" of social life in the village, as was often predicted when closure was proposed. The effect depended on how much the individual school was used by teachers

and residents. Residents of villages that had lost their school missed their close contact with it.

In none of the Northumberland villages surveyed had the former school been converted for general community use. One was used for other educational purposes, one had become a shop - and the other seven were now private houses.

The report recommends the use of unconventional ideas when deciding how to provide primary education in a sparsely-populated area. It praises the amalgamation of a purpose-built first school, library and community centre at Kielder, where the headteacher has joint responsibility for the school and centre. Another solution is a federal system, with a single headteacher moving between several small schools.

Finally, the council says much more could be done to prepare the community for the likely effects of closing a village school. If an alternative meeting place does not exist, every effort should be made to keep the school buildings for alternative use. And the new school should do all it can to involve the population of the enlarged catchment areas in all its activities.

The *Social Effects of the Closure of Village Schools in Northumberland*, available soon, price £1.20 including postage from the Community Council of Northumberland, Sanderson House, Bridge Street, Morpeth NE61 1NT.

Fighting chess produces early upsets

by Harry Golombek

There have been several upsets in the qualifying and preliminary rounds of *The Times* British Schools Chess Tournament, including the defeats of last season's champion team, St Paul's, and the runner-up, Nottingham High School.

The teams from 397 schools all over Britain, had to qualify within 28 geographical zones, and it was at this stage that St Paul's was knocked out.

Two interesting schools that did qualify were Dolphin School of Reading, with a team of average age 10.8, and King Edward's School, Birmingham, which not only has a fine record in this competition but has produced such famous players as C H O'D Alexander and Tony Miles.

The event has reached the third round, which is the quarter-finals. Much fighting chess has been played on the way and it is clear that the standard of play is still far from flawless, is continually rising. The essential value of this competition is that it pits the inexperienced against the experienced and, while the former class learn much from the latter, they

also bring a fresh, brisk energy to the contest that in turn contributes a number of new ideas that, as it were, fertilize the game.

The results in the first interzonal round were: Alister Comprehensive School, St Albans; Queen Mary's Grammar School, Walsall; 1, Belfast Grammar School A, 1, Alva Academy, Scotland; 0; Bradford Grammar School, 0; Leeds Grammar School, 1; Dolphin School, Reading, 0; King Edward's School, Bath, 1; Gravesend Grammar School, 1; City of London School, 0; Grove School, St Leonards, 1; Reigate Grammar School A, 0; King Edward's School A, Birmingham, 1; Melton Mowbray Upper School, 0; Magdalen College School, Oxford, 1; Bishop Vaughan School, Swansea, 0; Newman College, Preston, 0; Manchester Grammar School A, 1; Paston School, North Walsham, Norfolk, 1; Southend High School for Boys, 0; Plymouth College, 0; King Edward VI School, Southampton, 1; Royal Grammar School, Newcastle, 1; Greenwood Academy A, Irvine, 0. Four schools had byes into the

second round - Bluecoat School, Liverpool; Haberdashers' Aske's School, Epsom; Nottingham High School A, and Royal Grammar School, High Wycombe.

The second round saw some close struggles and some surprising results. It was at this stage that Nottingham High School A was defeated by Manchester Grammar School, 4-2. King Edward's School A was crushed by Queen Mary's Grammar, Walsall, 5½-½.

King Edward VI School, Southampton, won easily against King Edward's School, Bath, 4½-½. Other fairly comfortable victories were Magdalen College School, Oxford 4, Royal Grammar School, High Wycombe 2; Haberdashers' Aske's, Epsom 2½; Paston School, North Walsham 3½; Bluecoat School, Liverpool 3½; Belfast Royal Academy A 2½.

Very close were Gravesend Grammar School, 3, Grove School, St Leonards, 3; Royal Grammar School, Newcastle, drew with Leeds Grammar School but won on board count.

The draw for the third round is: Queen Mary's Grammar, Walsall; Bluecoat, Liverpool; Grove School, St Leonards v King Edward VI, Southampton; Paston School, North Walsham v Magdalen College School, Oxford; Royal Grammar School, Newcastle v Manchester Grammar School A.

The four winners will come to London and make the draw for their opponents at St Ermins Hotel at 1 pm on Wednesday, July 13.

The following game, which was played on the top board in the second round match between Manchester Grammar and Nottingham High, saw the defeat of the current British Under 18 champion and was, if far from perfect, a good fighting encounter. White: S Richmond (Manchester CBS); Black: G Weddington (Nottingham High). Ruy Lopez.

1. P-K4, P-K4; 2. N-K3, N-Q3; 3. B-N5, P-Q3; 4. B-B4, P-Q4; 5. B-B3, P-B3; 6. P-B3, P-Q3; 7. P-Q4, P-B3; 8. P-B3, P-Q3; 9. B-N5, 10. B-K2, N-B3; 11. N-B4, N-Q3 (best of time: he should castle at once); 12. B-N5, B-Q3; 13. P-B3, P-Q3; 14. B-N5, P-B3; 15. P-Q4, P-B3; 16. P-B3, P-Q3; 17. B-Q3, B-Q3; 18. K-R1, P-N5; 19. N-K2, B-B2; 20. Q-R1 (with the double threat of Q-B4 and Q-KB4); 21. Q-B4, P-B4; 22. Q-R4, Q-N4; 23. Q-B4, B-B1; 24. N-N3, P-Q4; 25. B-R1, N-N1; 26. N-P3, N-N1; 27. Q-N4, K-Q2 (best of time: he should castle at once); 28. P-B3, P-Q3; 29. P-B3, P-Q3; 30. K-N2, B-Q1; 31. P-B3, P-Q3; 32. B-K3; 33. P-Q3, K-B3; 40. P-Q3, P-B3; 41. P-B3, K-B3; 42. P-B3, P-B3.



A Poole headmaster is gambling £5,000 on staging a school production of a play he wrote and directed himself.

To put on the play, *The Joy Makers*, Mr Derek Hancock, headmaster of Talbot County Combined School, has hired the Towngate Theatre, costumes, props and scenery.

He explained "I believe that the children should be given the chance to experience the thrill of a large-scale production and it gives those kids who don't perhaps shine in the classroom a chance to prove themselves".

In recent years his approach to business ventures has enabled the school to raise money for tennis courts, and maintain its swimming pool.

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NEWS

TES staff assess the implications of local election results in Liverpool and Birmingham

Tory return eases future of foundation

by Biddy Passmore

The Foundation of King Edward VI in Birmingham breathed a sigh of relief when the local government election results were announced. The return of a Conservative administration in the city elections means another year free from skirmishes with Labour over the future of the foundation's five grammar schools at least at local level.

Not that a Labour-controlled education authority would have made any immediate attempts to force the schools to abandon their selective habits. The only road open to Labour would have been to ask the Education Secretary's permission to cease to maintain them.

"While a Tory government continues, there's no point in a new plan", Mr Norman Hargreaves, Labour education spokesman, said this week.

So the foundation can for the moment concentrate on other matters. Such as the visit on Monday of Princess Anne, fresh from the Afghan borders, as part of the centenary celebrations.

What is being celebrated is not the centenary of the foundation: that dates back to 1552. It is the addition, in 1893, of four new grammar schools and the High School for Girls to the existing King Edward's boys' independent school. In 1911, a further grammar school for girls - at Handsworth - was opened.

The foundation is thus in the unique position of controlling seven schools in one city. All day schools, all single sex, all successful. Of the seven, five are voluntary aided grammar schools. The remaining two - King Edward's School for Girls - are the most prestigious and, having had their direct grant removed by Labour in 1976, now fully independent.

They are the only two independent secondary schools in Birmingham. Some say the city's hard-headed burghers have always preferred to get their education free. And a proportion of the 1,200 pupils at the two schools get help with their fees: 40 per cent in all.

As soon as the direct grant was withdrawn, the governors started up their own scheme which now helps 306 pupils, as well as 37 full scholars. Then, when the incoming Conservative government introduced its assisted places scheme, the two schools leapt in. It now accounts for half their intake at 11-plus as well as some sixth form places.

The Foundation could well afford to bridge the gap. Its annual income is now "into seven figures", with £500,000 coming in from rents alone.

Teachers get job security promise

by Sarah Bayliss

Liverpool's teachers have received an unequivocal "no job losses" pledge from the Labour group which swept to power in last week's local elections.

One of the group's first acts will be to throw out its Liberal predecessor's plan to shed 250 teaching posts through natural wastage during 1983-84.

Under Labour, which is the first party in 10 years to have a clear majority - albeit of just three - on the city council, the other top priorities are to re-organize the 22 half-empty secondary schools and re-open Croxteth comprehensive, occupied by parents since it was officially closed down last summer.

The Labour group committed itself to a programme of 11-18 community-based comprehensives in its election manifesto and now faces the tough task of drawing up a realistic plan over the next few weeks. It intends to indicate the

future of named schools in mid-June.

One of the first decisions taken this week by Labour's nominated chairman of education, 24-year-old Dominic Brady, was to approve nine new posts in special education.

"There will be no more job losses here," he told *The TES*. "Any posts affected by school closures will be used to improve class sizes and to help with special priorities."

He said Labour had promised not to raise rates or rents to pay for its programme. "The electorate knew full well that it was voting for a radical left-wing council with radical left-wing policies. It is feasible that we shall be in confrontation with a Conservative government."

He rejected Liberal claims that the council would be run by the Militant Tendency. "Nine out of 51 Labour councillors are supporters of Militant - I don't see how that can

be defined as a majority." He did not subscribe to Militant.

Earlier this week, the divisional committee of the National Union of Teachers drew up a "shopping list" of measures which it wants implemented. This includes the protection of 5,200 existing jobs, the conversion of 200 temporary contracts into permanent posts, the continuation of premature retirement but no natural wastage of jobs, a planned phasing out of corporal punishment, an extension and improvement of educational maintenance allowances for post-16s, an urgent increase in in-service training and a ban on council talks with the Professional Association of Teachers.

A radical re-organization of secondaries is also called for and the NUT is already committed to the principle of 11-18 schools.

Mr Jim Fergusson, an executive member of the NUT and a Liver-

pool teacher said his association "enormously relieved" that the council now had a working majority and the power to make decisions. "We know the new council will be receptive to the NUT and will work very closely with them."

Mr John Hamilton, Labour elected leader is a life-long teacher, now retired, who is an active member of the NUT.

Liverpool's 8½ per cent vote result in the local elections was most significant for education. In Stockport the Conservative lost overall control but are expected to retain power with the three independents, but they on to Dudley and Birmingham where privatization policies are likely to come to the fore. In the northern strongholds of Manchester, Sheffield and New Labour increased its control.

New FE pay scales

Scale/Incremental Point	Present Salary	Revised Salary	Scale/Incremental Point	Present Salary	Revised Salary	Scale/Incremental Point	Present Salary	Revised Salary	Group	Present Range	Revised Range
Lecturer I			Principal Lecturer/Reader			Grade IV			1	11121	12021
0	8355	8649	0	11831	12619	0	13491	14148	2	12168	13068
1	8600	8893	1	12086	12874	1	13893	14550	3	13339	14239
2	8845	9137	2	12341	13129	2	14304	15000	4	14559	15459
3	9090	9382	3	12596	13384	3	14708	15423	5	15807	16680
4	9335	9627	4	12851	13639	4	15117	15849	6	16878	17751
5	9580	9872	5	13106	13884	Grade V			7	17806	18679
6	9825	10117	6	13361	14139	0	14678	15390	8	18734	19607
7	10070	10362	7	13616	14384	1	15078	15807	9	19662	20535
8	10315	10607	8	13871	14629	2	15478	16207	10	20590	21463
9	10560	10852	9	14126	14874	3	15878	16607	11	21518	22391
10	10805	11097	10	14381	15119	4	16278	17007	12	22446	23319
Lecturer II			11	14636	15364	Grade VI					
0	8855	9149	12	14891	15609	0	15687	16322			
1	9100	9394	13	15146	15854	1	16087	16722			
2	9345	9639	14	15401	16109	2	16487	17122			
3	9590	9884	15	15656	16354	3	16887	17522			
4	9835	10129	16	15911	16609	4	17287	17872			
5	10080	10374	17	16166	16854						
6	10325	10619	18	16421	17109						
7	10570	10864	19	16676	17354						
8	10815	11109	20	16931	17609						
9	11060	11354	21	17186	17854						
10	11305	11599	22	17441	18109						
Senior Lecturer			23	17696	18354						
0	10173	10583	24	17951	18609						
1	10428	10838	25	18206	18854						
2	10683	11083	26	18461	19109						
3	10938	11328	27	18716	19354						
4	11193	11573	28	18971	19609						
5	11448	11818	29	19226	19854						
6	11703	12063	30	19481	20109						
7	11958	12308	31	19736	20354						
8	12213	12553	32	19991	20609						
9	12468	12798	33	20246	20854						
10	12723	13043	34	20501	21109						

College lecturers agree to 4.5% pay settlement

by Diane Spencer

College lecturers' leaders reluctantly accepted a pay settlement of 4.5 per cent plus £51 last Friday.

According to Mr Peter Dawson, general secretary of the National Association of Teachers in Further and Higher Education, the main lecturers' union, it is "within a statistician's whisker of 5 per cent."

Although he regretted that the settlement did not match, either in its total size or in its construction, the total needs of lecturers in further and higher education, it was the best the negotiators could achieve.

The agreement was reached after negotiations were spread out over the past six weeks.

NATFHE, representing 73,000 members, was asking for £280 plus 12 per cent and structural changes including automatic transfer from the top of lecturer Scale 1 to Scale 2

and the extension of the senior lecturers' scale by one point.

The management refused to budge on the structural aspects, saying it would put forward its own proposals in the autumn.

Mr Dawson said this week: "The negotiators believe that in the light of other settlements, the current economic climate and the total intransigence of the management side over career progression improvements, this is the very best we could achieve."

The settlement will be ratified by a special council meeting of NATFHE on May 23.

The Government this week gave the go-ahead to a 4.6 per cent across the board pay rise for university lecturers with an additional lump sum of £75 for the lowest paid.

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Grants squeeze

Between 1979-80 and 1980-81, the number of mandatory grants provided in England and Wales rose by 4 per cent, from 322,600 to 334,500, and the number of new awards by 5 per cent.

Most of the increase was accounted for by the public sector, as polytechnics and colleges admitted more students while the universities reined back sharply.

The squeeze on local authority spending is reflected in a drop of 4 per cent in discretionary grants, from 46,700 to 44,900, and in an even sharper fall of 6 per cent in lesser value awards, mostly given to students under 19 on non-advanced courses. In all, local authorities spent £451m on student support in 1980-81.

Student Awards - Figures for 1980-81, Statistical Bulletin 4/83, available from Statistics Branch, DES, Elizabeth House, York Road, London SE1 7PH. (Tel 01-928 9222 Extn 2776).

Colleges review

The first review of higher education in the capital to be carried out since 1972 has been started by the Inner London Education Authority. Suggestions for changing London's polytechnics and colleges should be sent to Mr William Stubbs, the education officer, by June 15, and there will also be four public meetings at which elected members will seek views and answer questions. Mr Stubbs will then circulate his proposals in the early autumn after which there will be further consultations before the authority makes any decisions.



Storm over 'The Tempest'

A head has apologized to the parents of a girl after they protested at the showing of scenes in a video version of Shakespeare's *The Tempest*. Mr John Atkin and his wife Laurette - whose daughter, Louise, 15, saw the video during an O level English lesson at Avonbourne School for Girls, Bournemouth - were upset over a scene which showed a fat, ugly, naked witch suckling her adult, nude and de-

formed son. "It was vulgar and completely unnecessary," said Mrs Atkin, of Markham Road, Bournemouth.

Now the school's head, Miss Margaret Morley, has apologized for showing of the film made by controversial director Derek Jarman and which starred pop singer Toyah Wilcox.

In a letter to the Atkins, she admitted she had not seen the film before it was shown to the girls.

Unconfident girls need more help in career choices

by Hilary Wilce

Further education colleges do little to help girls at a crucial point in their development when they are struggling to balance education and career choices against their feelings about men, marriage and home-making.

Active counselling by lecturers is needed to make sure that girls applying for courses are aware of the full range of possibilities, but there is little evidence that this is done, according to a Brighton lecturer.

Colleges have also been slow to take up the opportunities offered under the Sex Discrimination Act to set up special measures to deal with the problems of girls and women, says Ms Joyce Edmond Smith, a lecturer at Brighton Technical College, writing in the current issue of the journal of the National Association of Teachers in Further and Higher Education.

Ms Smith outlines a pilot study carried out at her college which showed that both subject choices and job opportunities were considered by students to be either male or female. Typing topped the list of "female" subjects, which was shorter than the list of "male" subjects. Jobs were seen as more polarized than subjects, and while girls were willing to exclude themselves from what they saw as "male" jobs, they were reluctant to exclude boys from "female" jobs. While secretarial

work was considered to be a work by only 45 per cent of students, electrical engineering was considered by 70 per cent of boys' job.

In answer to a question of the future, many more dreamed of a job and career years' time than actually expected them.

This could be because, she says, they would like a successful, interesting job, lack of confidence makes girls fall back on the safety of a marriage and a family. Smith writes, "The relationship between their hopes for a happy marriage and their plans for a career is troubled and filled with tension. An understanding of such tension is important for all those involved in the education and training of girls."

After they had chosen a course, the majority of girls seemed satisfied. The most common of whom seemed to be simply drifted into this area. Lack of choice, "It was said by girls who had wanted to be technicians or physiotherapists but were trying to learn about secretarial work."

Ms Smith's recommendations included central rather than individual counselling about careers and more vigorous recruitment of girls by male-dominated departments.

ILEA invites debate on equality

A leaflet setting out the Inner London Education Authority's radical proposals for girls' education is being widely circulated in the capital as part of the authority's determination to involve as many women and girls as possible in the debate about equal educational opportunities.

The leaflet, *Education for Girls: What do you think is being sent out through schools and colleges, to be discussed by pupils, teachers, parents and governors. It outlines the ILEA's aims and objectives in seeking to stamp out discrimination, describes steps already taken, and invites written comments.*

According to the leaflet actions taken so far include:

- The building up of craft, design and technology facilities in girls' schools and home economics facilities in boys' schools;
- The appointment of an equal opportunities unit to monitor and develop employment policy and the education of girls;
- The appointment of an inspector with special responsibility for promoting equal opportunities.

Tory chairman resigns

Mrs June Shipton, chairman of Ealing Council's education committee, has resigned from her post - and announced she is no longer a member of the ruling Conservative group.

Mrs Shipton said she would be staying on the council as an independent Conservative. She added that she had wanted to resign just before Christmas but colleagues had persuaded her to postpone her decision.

Mrs Shipton would not explain why she had quit, but there has been speculation that her resignation is due to the controversy over



Technical drawing for girls in a school.

● The creation of a resource unit and a portable resource unit. The leaflet also puts forward a range of other suggestions for promoting equality. These include encouraging teachers and pupils to be aware of sex bias in society.

A newly-formed all-party group of women members will hold a series of consultative meetings in autumn.

The leaflet contains an appeal from Mrs Frances Morrell, when she was ILEA deputy chairman. In it Mrs Morrell, now ILEA's secretary, says one reason for her resignation was her belief that women are insufficiently represented at the higher levels of government.

Pool jobs carry life-saver demand

by Bert Lodge

Local authorities are perfectly within their rights in demanding higher qualifications from pool instructors, swimming teachers have been told.

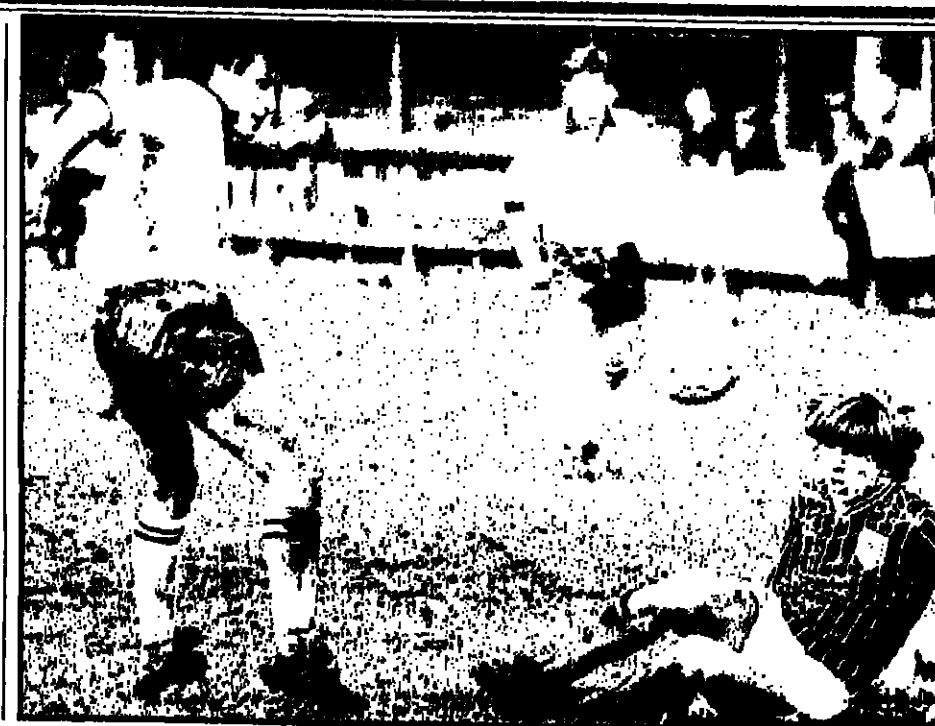
This comes after complaints that holders of the teacher's Certificate of the Amateur Swimming Association have been informed they are no longer regarded as sufficiently qualified because they do not also hold the bronze medal of the Royal Life Saving Society.

Writing in the *Swimming Times*, Mr Alan Donlan, secretary of the ASA education committee, points out that under the Safety at Work Act, local authorities have to ensure that swimming pools are safe for the users and this involves the

provision of life savers.

While some authorities have accepted the ASA teacher's certificate, others have not only insisted on instructors holding the bronze medal but stipulated a maximum time lapse since the award was gained. Some have even devised their own tests, based on guidance from the RLSS.

"One thing is certain", Mr Donlan emphasizes, "Local authorities do have the right to insist on these various methods of meeting the requirements of the Act in exactly the same way as any other employer has the right to determine the qualifications of its employees or those who hire its facilities."



Despite a disastrous start in which England broke through a weak defence to score after three minutes, Scotland (in white shirts) fought back to a 2-1 victory in this under-18 schoolboy football international at Falkirk last weekend. The result puts England out of contention for the trophy they won last year, the Centenary Shield. Whether Scotland win it outright or share it with Wales depends on tomorrow's match between Wales and England - the Welsh could share the trophy by winning.

In brief

£80,000 for playing fields

Playing fields at four schools benefited by more than £80,000 over the past two years under the Government's derelict land programme. Sport and recreation projects receiving improvements from the scheme more than doubled from 21 in 1981-82 to 49 in 1982-83.

The school attracting the biggest grant was St Thomas's Roman Catholic School, Salford. More than £60,000 was awarded to establish a playing field. Holy Trinity School, Tameside, was granted £8,445, for the same thing.

Heckmondwike secondary school in Kirklees and Victoria school, Rothwell, in the Leeds area, benefited by about £7,000 each towards "capping" minisheds to make the playing field useable.

The grant is payable under the programme at 100 per cent of approved expenditure by local authorities in assisted areas and derelict land clearance areas. In national parks and areas of outstanding natural beauty the rate is 75 per cent.

Campus wind-fall

The first sports scholarship to be established at Newcastle University has been awarded to a windsurfer.

Mark Whaley, a second year student of agricultural and environmental sciences has already represented Britain at the European and World Windsurfer Championships. The scholarship, funded by Newcastle travel firm Callers-Pegans, and worth about £8,000, will allow the holder to extend his course by a year, during which study will be combined with training and international competition.

Community course

Worcester College of Higher Education is currently recruiting 20 young men and women for a course which will qualify them as community leaders, organizing sports and social projects around the city. Applicants must be between 18 and 24 and unemployed for more than six months, or 24-30 and unemployed for more than a year. The programme has been developed by the college's PE staff and the Worcester city leisure officer. It will be funded by the Manpower Services Commission and the Sports Council.

Street hockey

London's first street hockey league will be formed this month. Initially, 24 clubs in two divisions are expected to take part. The game is played by six players on roller-skates using ice-hockey sticks.

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NEWS

Distribution of education committee places unfair, heads say Teacher elections boycotted

by Richard Garner

Headteachers have decided to snub elections for teacher representatives to their local education committee in protest over the way places are allocated.

The Wakefield branch of the 21,500-strong National Association of Head Teachers has refused to nominate anyone for the posts after claiming that the system would never allow headteachers to have their own representative on the committee.

At present, the education committee has three teachers' representatives - one represents further education, one secondary and one primary education. Further education staff vote for the FE representative while teachers employed in primary and secondary schools

have two votes each - one for the secondary and one for the primary representative.

The system has been in operation since the authority came into being in 1974 and has always meant that two representatives of the largest teachers' union, the National Union of Teachers, have been chosen to sit on the education committee.

The local NAHT branch has asked the education committee to allow a fourth representative for the teaching profession who would specifically represent headteachers. In exchange for such a concession, it has said that headteachers should not be eligible to vote in the elections for primary and secondary representatives.

Mr Alwyn Peel, secretary of the

NAHT in Wakefield, which represents two-thirds of the authority's 200 headteachers, said: "We realize the futility of a small group of teachers putting up against the NUT, the National Association of Schoolmasters/Union of Women Teachers and the other big battalions. I was nominated by the association to stand myself once and - although I felt I did reasonably well - I was not elected."

Mr Wilfred Wright, the chief education officer, said: "I think, on the whole, the committee felt that teachers were adequately represented. For some years, the primary school representative has been a headteacher. The committee did not, therefore, agree with the NAHT's request."

Uptake of free meals greatest in city areas

by Sarah Bayliss

Parents throughout the country, with the exception of those living in inner London, paid more towards the real cost of school meals in the last financial year than they used to.

Of the cost of school meals compared with about one-third of the cost the year before. The change reflects a general pattern of increased meal charges in the counties after exhortations from ministers that parents should pay more while ratepayers should pay less towards the meals service.

By contrast, the proportion of meals costs paid by parents in the metropolitan districts remained at about one-third and in the inner London Education Authority stood at only one fifth in the financial year just ended. The remainder of the cost - four fifths in the LEA's case - was subsidized by ratepayers.

The trend in the big towns and cities is partly explained by the significant rise in children getting free school meals as a result of adult unemployment. Inner London and the metropolitan districts provide more than one in five children with a free meal compared with roughly one in ten in the counties and outer London. In 1981/82 in the LEA 24.6 per cent of children were eligible for a free meal and the following year this figure rose to 27.7 per cent - almost one in three children. In the cities the figure was 18.3 per cent rising to 20.2 per cent.

In the outer London boroughs the proportion getting a free meal was 8.2 per cent rising to 9.5 per cent and in the English counties 8.9 per cent rising to 10.7 per cent. The Welsh counties provided more, perhaps a reflection of higher unemployment than in English rural areas; the figure was 14.7 per cent of children in 1981/82. (No figure is available for 1982/83.)



The metropolitan districts provide more than one in five children with a free meal.

These trends are revealed by the Chartered Institute of Public Finance and Accountancy (CIPFA) in a document titled *Local Government Comparative Statistics 1983*. Many of the figures have been published before as estimates for 1982/83 and as "actuals" for 1981/82, but there are some new summary tables.

For example, in 1982/83 in secondary schools the LEA spent £225 per pupil on non-teaching staff compared with £108 per pupil in outer London, £81 per pupil in the metropolitan districts, £74 per pupil in the English counties and £76 per pupil in Wales. The most spent per pupil on teachers was £234 in the LEA and the least was £298 per pupil in the English counties.

The gross cost of educating each primary pupil in 1981/82 ranged from £1,074 in the LEA to £597 in the English counties. In 1982/83 the LEA cut its gross costs in primary, presumably through school closures and staff redeployment, to £1,037, while in the counties the average figure rose slightly to £612.

The gross costs in secondary schools in 1981/82 ranged from £1,469 in the LEA to £668 in the Welsh counties. The next year the LEA reduced the cost to £1,408 but in Wales it rose to £908 per pupil. The actual cost of the education service, per head of population, rose significantly for inner London from £299.19 in 1981/82 to £330.36 the next year. The equivalent figures for English metropolitan districts were £232.74 rising to £233.46; for English counties, £207.35 rising to £210.38; for Welsh counties £234.44 rising to £235.81. In the outer London boroughs the net cost per head was £223.28 in 1982/83. No figure is available for 1981/82.

Local Government Comparative Statistics 1983, published by CIPFA, 1 Buckingham Place, London SW1E 6HS. Price £17 to non-subscribers.

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Tailoring the school computer course

by Jon Turney

Enthusiasm for computers in the classroom has outpaced thinking about why they should be there, according to Dr Derek Sleeman of Stanford University, a leading researcher into children's problem-solving.

He held a conference of teachers and computer scientists at Exeter's St Luke's School of Education last week when there was a need to de-

fine "computer literacy". His approach asked how much knowledge of computing would be needed by Mr Average in the 1990s. On present trends, computer systems would become more and more "packaged", so they could be used without a detailed knowledge of the hardware.

And while he was enthusiastic about the educational potential of the

NAB floats selective research awards idea

by Biddy Passmore

Polytechnics and colleges should receive small amounts for research on a selective basis, the National Advisory Body for local authority higher education suggests in a discussion document issued recently.

All academic staff in public sector higher education should be given the time and resources to update their knowledge and understanding of their subject but not all should, or need to, carry out research, it says. "For some, industrial or commercial experience or professional activity may be more relevant to their teaching duties."

The document proposes that support for updating study - such as time, library facilities and money for attending conferences - should be taken into account when setting the minimum unit cost for all institutions. But funds for research should be selectively allocated. These should not replace funds from sources like research councils but should "prime the pump", to provide an adequate research base, NAB says.

The document says the amount to be removed from the "pool" and allocated to research could be between 1 per cent (£6m) and 5 per cent (£30m) - but prefers a figure at the lower end of the range.

Setting money aside for research would mean a reduction in student numbers or unit costs, or both, the document warns. "In reality," it adds, "the main impact is likely to fall on unit costs for it would be difficult to defend a reduction in access in order to protect research."

NAB makes it clear that the level of research in the local authority sector cannot hope to match that in the universities, where about 30 per cent of funding is estimated to go towards research.

Comments on "The Funding of Research Activity" are invited by June 17 and should be addressed to:

Epic explorers set sail far east of Southern

by David Budge

A group of deprived London teenagers who have probably never been further than Southend are to set off on an epic journey to China next summer.

The party of school leavers will travel across Siberia and Mongolia to Gobi desert next July on their way to the Great Wall, sail down the Yangtze river and inspect the recently uncovered terracotta troops of the Qin Emperor.

The 30-day trip, which is to be known as JoLT (Journey of a Lifetime), is being organized by maths teacher Mrs Dorothy Dalton. She is convinced the adventure will help the youngsters acquire the confidence they will need to cope with the problems that will await them in the job market.

Mrs Dalton, who will be accompanied by an interpreter, a male teacher, and either a doctor or an experienced nurse, is hoping to take 21 teenagers on the trip.

Each of the youngsters will be asked to raise £300 with the help of their schools. And Mrs Dalton and

a group of her friends will be the even more daunting task of raising the remaining £10,000.

Mrs Dalton, who has written 20 books and been a radio presenter, has already spent £3,400. Mrs Rosemary Carrington, the Archdeacon of London, has accepted an invitation to join the party.

But Mrs Dalton says she has no intention of spending money on the venture that way.

She said: "Why don't you ask with that kind of spirit? It takes 80 million to take a ship to China but it will be worth it."

Mr David Brooks becomes head of the school, East Grinstead, on September 1, 1984. He is currently head of Radyr comprehensive in Cardiff.

Mr David Saaley is to be head of a new primary school, London Road, SE24 from next September. He is currently deputy head of Walnut Tree Walk primary school, Kennington.

Clarence McKenzie is the new head of Horizon School, Woodthorpe Road, London N16.

ILEA accepts need for stricter asbestos policy

"The Secretary, NAB, is in the Court Road, London W1X 2BZ."

● A student at a London school has been checked for asbestos in the wake of a renewed concern about the health hazards of the material.

In a paper sent to the Inner London Education Authority has conceded that the present arrangements for dealing with asbestos - primarily geared to removing or sealing the material - are not stringent enough.

Between 1979 and 1981 it has spent £1.7m in the past seven years on remedial work, but a proportion of the work approved by the development committee urges the adoption of a more coordinated approach to the problem.

As a result, a working party of school governors, officers and representatives of staff unions will be set up to fund a study to review the authority's policy on asbestos.

The survey will establish how asbestos is present in ILEA buildings. Union representatives will be invited to be present when the association's inspections are made and copies of

the findings will be sent to the schools concerned.

The working party will have to decide whether removal of asbestos from schools is the safest course. Because such a step can lead to the release of asbestos fibres into the air, it may opt to continue the present policy of sealing the material with resin-based paint - in some instances, at least.

The report points out that asbestos only becomes a health risk when it is damaged or disturbed and fibres are released into the atmosphere. It also acknowledges the emergence of new evidence suggesting that the lung disease, mesothelioma, may be caused by fibres of white and brown asbestos, not just blue asbestos, the use of which was discontinued some years ago.

Concern over asbestos has mounted since the screening last year of Yorkshire Television's *Alice: a fight for life*, which highlighted the

effects of asbestos-related disease. A recent protest meeting at Hackney Downs School, East London, that was attended by around 100 parents, teachers and trade unionists, condemned ILEA's response to the problem.

Mr Stuart Bradley, London district officer of the National Union of Teachers, told the meeting the union was receiving 15 inquiries a week from teachers worried about asbestos. He was one of several speakers who accused the ILEA of com-

placency and of having little control over the way its contractors carried out remedial work on asbestos.

Mr Bradley spoke of one school where panels of blue asbestos, which should have been sealed before removal, were broken up by a workman wielding a club hammer, so releasing clouds of dust.

Another teacher said the ILEA only showed interest in dealing with asbestos in his school when teachers boycotted the affected areas.

Research on Childhood Autism, the National Autistic Society, 276 Willesden Lane, London NW2 5RB, 40p.

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NEWS

DANGER

ASBESTOS ROOF

USE DUCK BOARDS

Asbestos precautions... ILEA has spent £1.7m, but is it enough?

effects of asbestos-related disease. A recent protest meeting at Hackney Downs School, East London, that was attended by around 100 parents, teachers and trade unionists, condemned ILEA's response to the problem.

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OVERSEAS

Three words which may stifle change

The current French student protest can be reduced to three key words: selection, professionalization and outsiders. The fate of M. Alain Savary's University Reform Bill, due to go to the National Assembly on May 24, may well hang on whether those words are capable of mobilizing the masses and producing for the first time in France a corporatist student lobby.

But, in the protest, which so far has been marked by the extreme divergence of student views, common denominators seem unreal.

For, emboldened by the right-wing supporters of Giscard d'Estaing and Jacques Chirac, who launched the initial action, selection is seen as necessary for the first stage of university studies, wrong for the second; professionalization is intelligent, and outsiders are Communists.

This has slid into the polemic that the Bill is an attack on students' liberties; higher education and private education are part of the same struggle; the successful sectors of higher education, including the *grandes écoles*, are under attack.

The far Left, much less in evidence, sees the Bill as a bosses' plot. Selection equals elitism, professionalization is part of manpower planning, and outsiders means employers.

A fortnight after diverse protests, the two largest student unions (one Socialist-Trotskyist, the other Communist) were showing no signs of wanting to join in. They did not want to undercut Savary. But nor did they want to lose contact with the student mass, clearly bemused by the rumours surrounding the Bill.

Indeed this Bill can be read with either hope or suspicion, as the political mood dictates. For one consequence of the strict separation of legislative and executive power under the present constitution is that the Government puts them into opera-

FRANCE

Anne Corbett discusses the University Reform Bill and its violent reception from students.



Casualty of change: first aid for a student demonstrator in Paris

tion by decree and administrative order.

Thus the higher education Bill: in four main sections, it defines its concern as all higher education - that is, all post-secondary education, regardless of which ministry the institution comes under. That is to say, it includes the private *grandes écoles*, teacher training colleges and other further education institutions as well as universities.

It describes the function of higher education as providing initial and continuous scientific and technological research, diffusing culture and scientific and technical information, and cooperating with an international higher education community.

It says that within a framework defined by the state there should be institutional diversity and flexibility for students. They should be able to change studies and institutions. At

the same time the Ministry of Education would be advised by an inter-ministerial committee.

It is the second section, concerned with the organization of studies in the institutions under the Minister of Education's aegis, which is at the base of student protest. It defines a first cycle of studies as essentially a foundation period, the second as having a professional and in view (not necessarily for a specific career) and the third a research cycle, leading on for the most part to the pinnacle of the French university system the *Thèse d'état*.

Admission to the first cycle should be open to all holders of the *Baccalauréat* and its equivalents and to those students whose personal experience entitles them to a dispensation from the "bac". Students would be expected to apply to institutions within the academic region in which they have taken their "bac",

preference, in cases of oversubscription, being given to the candidates living closest. Initial involvement would not depend on marks, except in medical studies.

Admission to the second cycle would be open to those holding the first cycle diploma. In some subjects the entry might be contested.

The Bill goes on to say that the ministry would continue to approve courses leading to national diplomas though universities may organize courses leading to their own diplomas. National needs would be among the criteria for ministry approval.

The third section concerns the government of "democratic, multi-disciplinary and autonomous" public higher education institutions. It says that universities would be governed by an elected president and three councils - an administrative council (a governing body) 30 per cent to 40 per cent of whose members would be external to the university, a scientific council (senate) to define the academic policy, and a council concerned with student welfare and other aspects of university life.

Governing councils of other higher education institutions like the *grandes écoles* would be designed to take account of their specific character.

The remaining sections deal with finance and the status of students and teaching and non-teaching staff.

The Government maintains that such a pattern would be more socially just and serve the national economic interest. It has said: "Higher education needs to be both bigger and better." It also believes that the reorganization of studies would reduce university students' chances of ending up unemployed.

It is convinced, too, that the policy of combining a national framework of guarantees with institutional diversity is the only way of cutting the Gordian knot inherited from previous governments. They met national economic needs for research and high-powered training by setting up institutions with an exceptional status and carving up the universities.

They developed a protected sector to include medicine, pharmacy, political science, the technological institutes and the *grandes écoles*, while depriving the rest. The arts and science faculties - traditionally orientated to producing the teachers who are no longer needed and traditionally unconcerned with research - have suffered appallingly, unable to innovate or even to renovate.

The Bill, the culmination of 18 months' consultation with university presidents, unions and employers has been generally recognized as a less bad formula for higher education in 20 years than the law conceived in haste in 1968 and eviscerated under Giscard. Despite the medical students' protest, the student demonstrations are said to have come as a bombshell to all but France's secret police.

Breaking barriers to young geni

SOVIET UNION

Jennifer Louie on example of the Soviet propensity for the unexpected.

Moscow University is the Soviet Union's most prestigious educational establishment. It bears the name of Lomonosov, the same way that Cambridge bears the name of the British Great Debate.

Such a prospect is still a rarity today's university system. The commission was appointed a year and a half ago with the same kind of fanfare that accompanied Mr. Callaghan's decision to launch a "Great Debate" on British education in 1976.

There has never been a similar limit for entering a Soviet university and so children who show talent at a very early age are academically ready to launch university course at the age of 14.

The university administration ensures that these youngsters are not publicity and so are not exposed to excitement and stress of case interviews.

Until recently the Soviet Union had a minimum entrance age of 17 for university subjects, not in line with the Ministry of Higher Education - there is no medical school attached to any of the country's universities. Medical students do separate medical colleges run by the Ministry of Health, which require a year course instead of the four years offered at other colleges.

Even experienced doctors are not exempt from the entrance exams and their difficulty.

The minimum age for entrance to the city of Leningrad, the Soviet Union's second largest city, is 17. After his school exams his teachers were so impressed by his ability that they appealed to the Ministry of Health to waive regulations and allow him to take entrance examination to the city.

Kostya's parents did not object. He is now the youngest medical student in the country. His parents are not particularly rich but they took care to ensure that their son had the best possible education.

Since then heroin-taking in that part of the city has rocketed out of control and now one in ten young people there abuses the drug.

Even more startling was a survey finding that girls - especially young girls - were the most frequent heroin abusers. The proportion reached 13 per cent for those aged 15 to 19.

The survey was carried out by Dr. John Bradshaw for the Medico-Social Research Board. He compared figures for 1970 from New York's ghetto of Bedford-Stuyvesant (1970 was regarded as one of the worst years for heroin abuse in the US).

While slightly fewer Dublin males took heroin than did their American counterparts, there were many more young girls doing so than in Bedford-Stuyvesant.

Dr. Bradshaw, working with a local committee in the area, went on to analyse the personal and social characteristics of the young heroin abusers.

Absorbing the shock and passing the buck

It is unlikely that a report on education will ever again receive the attention given to that of the United States Commission on Education Excellence a fortnight ago.

The report of the 18-member panel was the top story on all the television news networks and led the front pages of the major newspapers. President Reagan made it the subject of his regular radio broadcast to the American people and it has unleashed a flood of reaction - most of it sympathetic - from educators and the general public. Yet it is far from clear whether the report is going to make any difference whatsoever to the way American schools actually work.

The commission was appointed a year and a half ago with the same kind of fanfare that accompanied Mr. Callaghan's decision to launch a "Great Debate" on British education in 1976.

There were the same regional meetings and the same plethora of contradictory research findings about education. But there the similarity ended with a whimper, the US Debate has gone out with a bang.

Part of the sense of shock conveyed by the report can be attributed to its unorthodox style. From the first sentence ("Our nation is at risk") through its provocative references to a second Sputnik challenge and its warnings

about "a rising tide of mediocrity", the report is crammed with direct warnings about the impact of a serious educational failure on America's place in the world. Had a foreign power wished its present education system on the United States, the report says, "we might well have viewed it as an act of war".

Its findings are equally shocking. Some 23 million Americans are described as functionally illiterate; scores on national aptitude tests have fallen since 1963; business and military leaders are having to spend millions of dollars on remedial training.

The Department of the Navy told the commission that one in four new recruits was unable to read well enough to understand simple written instructions. The average school leaver or college graduate appears to be less well educated than 25 or 35 years ago.

The commission suggests that both the cause of this decline and the measures needed to remedy it are well understood. American schoolchildren do not work, and are not worked, hard enough; they spend too little time in the classroom and too much time studying the wrong subjects; the overall quality of teachers is poor and getting poorer. Reform, therefore, must bring about a more rigorous curriculum, longer school hours, more homework and more pay for teachers.

"America can do it", the report asserts. "The American educational system has responded to previous challenges with remarkable success."

But will America do it? At first glance, the signs are propitious.

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OVERSEAS

UNITED STATES

Despite the sensation created by the report of the National Commission on Education Excellence in Education, Peter David reports that already there are signs that little will change.



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A lot of extra money is, however, necessary if some of the principal recommendations are to be implemented. Higher teacher salaries, extending teacher contracts from nine to eleven months and lengthening the school day will cost millions of dollars. In the absence of Federal help, only a small number of oil-rich states are likely to be able to afford it.

The support of the teacher unions is likely to be as ambivalent as that of the Federal Government. In a speech to members last week, Mr. Albert Shanker, president of the AFT, gave a warning against "knee-jerk" responses to the more contentious parts of the commission's report. He said the climate fostered by the report had created an unprecedented opportunity to improve the schools and raise teachers' salaries.

Ironically, however, both Mr. Shanker and his counterparts at the rival National Education Association have recently gone on record in opposition to one of the crucial parts of the commission's recommendation for higher teacher pay - that pay, promotion and tenure should in future be linked to the performance of individual teachers.

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LETTERS

Courses

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Applications are invited for the following courses:

MASTER OF ARTS - Council for National Academic Awards

A Master's Degree in further education extending over two years' part-time study and involving the inter-disciplinary study of the further education system and its curriculum. Candidates should be employed in the teaching or administration of post-compulsory education and should normally have a B.Ed. (Hons) or other equivalent qualification.

BACHELOR OF EDUCATION - Council for National Academic Awards

Three years' part-time study. Prepares candidates for further study and research in further education. Candidates should be serving teachers with an initial teaching qualification and a minimum of two years' teaching experience.

DIPLOMA IN PROFESSIONAL STUDIES - (Perspectives) - Council for National Academic Awards

A Diploma in further education extending over two years' part-time study (or one year full-time) and involving the study of the theory of further education to first degree level. Candidates should be employed in the teaching or administration of post-compulsory education and should hold a Certificate in Education.

DIPLOMA IN EDUCATIONAL MANAGEMENT - University of London

Two years' part-time study. Aims to provide a sound academic grounding in educational management and an opportunity to improve management skills. Candidates should have substantial teaching and/or administrative experience in further education or associated fields.

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The College welcomes applications from all suitably qualified persons including those from minority or disadvantaged groups.

Candidates should apply as soon as possible, specifying the course(s) in which they are interested, to the Principal (Mr. J. S. Garnett), Garnett College, Downshire House, Roehampton Lane, London SW15 2NU. Telephone: 01-894 6533.

ilea

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PART-TIME COURSE EMOTIONAL FACTORS IN LEARNING AND TEACHING ASPECTS OF COUNSELLING IN EDUCATION

This evening course is intended for teachers and other professionals working in infant, primary, secondary and tertiary education. It aims to enhance understanding of the factors which promote the individual's development towards maturity with special reference to the interaction between teacher and pupil.

Further details and application forms available from: The Training Administrator, The Tavistock Clinic, 120 Belgrave Lane, London NW3 5BA. Tel: 01-435 7111, Ext. 469 or 313.
A general prospectus of training is available upon request.

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Wednesday, 27th July - Tuesday, 2nd August, 1983

PRIMARY SCHOOL COURSES
Modern Research and the Early Childhood Teacher
Primary Education - 1983: What's Ahead
PRIMARY/SECONDARY COURSES
Teaching Children with Learning Difficulties
Getting it Right: A Guide to the Curriculum
Involvement - Translating Concepts into Action (5-16)
Using the Guide for Music-making with Children
Symposium: 5-12
Games with Play.

SECONDARY SCHOOL COURSES
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Parental Care in the Comprehensive
School
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A Note: Sunday 30th July - Saturday 30th July, 1983.

For brochure and full details of the above courses please write: Peter Robinson, Dip. Ed., 8 Crescent Gardens, WYBOROUGH, Devon. Tel: 0782 7354 / 07824 4106
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For further details: Ealing College of Higher Education, Room 825, Freeport, London W5 6RP. Tel: 01-678 4111, Ext. 3275.

Muslims' rights being denied

Sir - Following the letter of the general secretary of the British Humanist Association (TES, April 29) on the possibility of the establishment of Muslim voluntary aided schools in Bradford, it is possible to try to reveal the covert racism of this position?

Whilst endorsing the need for secularization and the aptness of the example of Northern Ireland, this surely remains a goal unlikely to be placed on a realistic political agenda for many years. In the meantime the religious groups able to support and govern schools remain selective throughout the United Kingdom. Catholics, Protestants and Jews have their own schools. Muslims, so far, do not. They are further subjected to the religious beliefs and practices of the dominant Christian group. The following quotation is taken from an advertisement for the headship of a JM and I school which appeared in both *ILEA Contact* (October 15, 1982) and *The TES*: "The roll is largely Muslim. Strong Church of England links and a regular community preferred".

Some of the people of Bradford wish their children to be released from this type of cultural domination. The present system has not answered their needs so they are making use of their rights under the 1944 Act to establish voluntary aided schools. To oppose this step on the basis that it is divisive (which is apparently the position of Bradford local education authority and of the British Humanist Association) is to seek to continue cultural domination. The distinctions raised by such an argument are racist. It is surprising, too, that humanists should be telling Muslims to wait for the "pie in the sky" of secularization.

DAVID COULBY
Lecturer in urban education
Department of Comparative Education
University of London Institute of Education

Humanist myths

Sir - Think you for publishing the most interesting letter from Ms Mueve Donby of the British Humanist Association (April 29). Ms Donby reveals a view of indoctrination and impartiality which deserves to be treasured by collectors.

Notice, for example, her complete certainty that religious segregation, particularly in Northern Ireland, produces, and does not merely reflect and reinforce, the sectarian violence of the adult community.

Notice also that it is the "alleged baseless and harmful effects of religious education" that should be resolved by a disinterested body such as the National Foundation for Education.

Science for all

Sir - I read with interest Dick West's letter on the Secondary Science Curriculum Review ("Review body's work misrepresented", TES, April 29) in which he assures us of the evolutionary nature of the review development work and its subject-based approach.

In the Secondary Science Review Bulletin (June, 1982) Dick West said: "All development work must, however, be placed in some form of organizational framework and initially we wish to identify eight such frameworks. These are:

- a) A core plus options approach
- b) A two subject framework
- c) A coordinated science framework
- d) An integrated science framework
- e) A thematic and problem/issue-centred framework
- f) A stratified framework
- g) A modular framework
- h) An interdisciplinary framework

Surely only one of these is specifically a subject-based framework; and though this "explores the epistemological and conceptual implications of restructuring science syllabuses into all the major separate areas, viz. biology, physics and human sciences, and not allowing biology, chemistry and physics as three separate subjects for

national Research (where, apparently, the philosophical neutrality has survived). Most important is her view of "the need for competent education in human relations, based on an understanding of the psychological and social roots of morality." The clear implication of this is that morality has no roots outside the individual and corporate experience of the human race. That, of course, is what we would expect a humanist to believe.

However, that statement, like the others mentioned above, is sectarian. It is dissented from by Christians and other faith communities in this country. So the role of secularism as the great unifier of society has to be seriously doubted. It is also indoctrinatory as an educational assumption, and so a school basing its moral and social education on it would, by Ms Donby's own criterion, fail to qualify for any state subsidy.

Clearly there is scope for large Government economies here.

RICHARD WILKINS

General Secretary

Association of

Christian Teachers

27 Spring Gardens

Watford, Herts

Watford, Herts

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effect. The state education principles in common with those of the denominational schools are sighted to force even a Muslim community onto itself.

Voluntary aided schools, particularly those of the Muslim faith, are aware of those feelings of inferiority which are the result of the situation in which they find themselves. An encouragement to the schools in a positive manner would do much to help them.

It is obviously true, that not all Muslims will wish to subscribe to the religious teaching of the school. But they are entitled to the right to do so in principle and reality. The situation is different from that of the secular schools in which the religious teaching is a separate subject.

There are valid arguments against denominational schools and a refusal of it to one community makes a mockery of the liberal which Britain professes.

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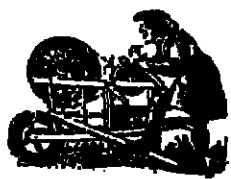
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TALKBACK



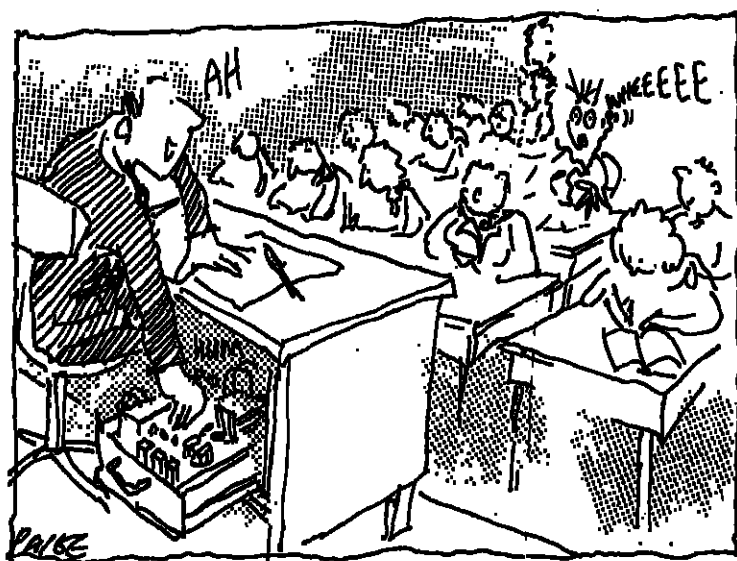
AXEGRINDER

Not all aspects of the big wide world are equally prized in the classroom. Whether on the person or within the mind, children have always insisted on bringing with them a myriad examples of contemporary culture. Many of these are less than welcome, and children resort to familiar forms of deviance.

No longer is it the innocent conkers, cigarette cards, dabs and pocketful of marbles tumbling relentlessly on to the stone floor... ah, what nostalgia. Now it's electronic gadgetry and noise-generating devices of bewildering sophistication, very little of it home-grown... watches that play *Pir Elise* on the hour, with 14 other "functions" and a built-in "calc", "tronic" games like "Donkey Kong" that bleep insistently as the controller frantically wrestles with tiny buttons to prevent the darting image of a monkey from falling into the jaws of an equally fluid crocodile.

Culture and Anarchy Comp is suffering from a blight of large and flashy "boogie boxes". Stereo sound thrums through the corridors and into the playground at every breaktime. Those teachers who cannot incorporate this within CSE communication skills, or indeed into the multicultural curriculum, are forced to compromise: "We'll have five minutes of it at the end... if everyone's finished their comprehension."

Another school, tired of the muffled tinkle of Walkmans (or should it be "Walkmen"?), attempted to ban them... but the girls resisted. It appears that they were quite happy to be seen simply wearing them listening to quite secondary to rivarly about the latest cassette tapes. "You know, what you gettin', Trace? You should get Bermuda or peppermint."



When I was at school, the height of such deviance was to hide a cumbersome portable wireless in your desk... the lid never did quite shut. From it you ran a wire up your sleeve to an earplug in tortoiseshell plastic, which in turn you concealed by supporting your head on your hand, supposedly in rapt concentration on *The Windhover* or *Gallie Wars*. "Listening-in" it used to be called.

But these days it's all audio-visual. Pupils bring in pirated video tapes of *E.T.* or the latest rocky-chopper-horror nasty and embark on elaborate negotiations as to when and where they may use the school's machines. The benighted RE department at Culture and Anarchy Comp is the only one there to have joined the video revolution. The syllabus seems to consist entirely of 30-minute bursts of *Clash of the Titans*, *Jason and the Argonauts* and *Ben Hur* (presumably for the Christians and lions). At this school pupils are only too happy to come to the rescue of underprivileged stuff...

"What, miss, you ain't got a video? I can get 'em cheap. My dad goes down this pub, see... Oh, yeah, they're brand new like... Even infants are allocated. 'Our Auto is so simple a child can use it'. And they do. Caught half-clad in the Wendy house, a group of girls and

boys explained that they were playing the "bouncing game". They were really enjoying it and told their teacher that they'd seen how to do it on Tracey's dad's video when her mum was out shopping.

Compared to the infinite inventiveness of the pupils, the schools' response to the electronic age is slow, and a bit dull. Yes, I know all those awfully kind people at the DoI have dish out all those micros, but do we really know what to do with them? Is the "software" lagging behind? Many of the programmes are uninspiring and some of them have been resurrected from the forgotten days of teaching machines, a new age, which, mercifully perhaps, never really arrived.

If the best programme available can only move a turtle round the screen rather less convincingly than a B-grade game in an arcade, no wonder the kids prefer to slip in their own Pacman, Frogger and Space Invaders. One bright lad I know has stored a variety of "sick" notes on the family word-processor, and he can avoid R/1P/E/Frog at the touch of a button.

I read recently that the Japanese don't have micros in their schools. They prefer books. Before the cuts, we had some of them too. No wonder we're such an easy market.

Viva YOP

JIM HART

At the end of a YOP course at my college, I recently piloted a short modern languages module to test the relevance learning a foreign language might have to the life and social skills component of the Youth Training Scheme. The rather encouraging results I achieved strengthened my conviction that the learning of a foreign language can play a role that no other subject can on such pre-employment courses.

The small group of students who acted as guinea-pigs had, in the main, no previous experience of foreign language learning. Spanish was chosen to overcome any association with languages as a "school" subject. Many of them had already visited Spain on holiday and some even had a smattering of the language.

We worked through some of the BBC Digame video programmes and looked at the language for the various situations the visitor to the country finds himself in, along with the relevant background to the country, and language learning became a vehicle through which other objectives could be achieved.

The simple pleasure in rolling foreign words round their mouths or at recognizing words they knew in the filmed interviews began to foster in the students a sensitivity towards language which was developed later in wide-ranging discussion on the effect of nerves on speech in an interview; how language conveys personality; the impact of a strong regional accent on the listener; the uses of verbal and non-verbal communication and the self-confidence that comes through the effective use of language. Knowing that they could now communicate, albeit on a simple level, with 219 million more people all over the world underlined the bridge-building role of a language and the vital skill its correct use is in the world of work.

These discussions led to a titillation of the various images we have of ourselves around us. Later, we brought a lot of the students' prejudices based largely on race (the average Spaniard saw as small, fat and grumpy) to this reason an important exercise contained a study of a number of languages spoken in the unemployment figures in Spain, thus taking beyond the idea of language as a social skill and nearer to the value of every individual's need for a tolerant society and an understanding that any effective communication.

This emphasis is, in my opinion, especially needed in some many students may feel let them down and who may, for instance, bear a grudge against sections of it. The foreign language provides an able vehicle for positive in this respect.

While the students appreciated the exposure module gave them it must be that in the short-term available the level of hope not rise above that mere survival in the competition for jobs.

Society will be worse off, if this kind of foreign language, is not made a more feature of YTS course.

Jim Hart is Lecturer in Modern Languages at the College of Further Education.

THE YOUTH TRAINING SCHEME

The TES Guide to the YTS

The new Youth Training Scheme officially began operating last month, but despite two million pounds' worth of press and TV advertisements, most people in education and industry still have only a hazy idea how it will work. Who will get into the programme and what will it do for them? How will it affect schools and colleges? What is the real significance of the scheme for education, industry and, most important of all, the young themselves?

Politicians, educators, trade unionists, and youth workers are deeply divided on some of these questions. There are those, even among his political opponents, who go along with Norman Tebbit, the Employment Secretary, in claiming it as "The most far reaching and ambitious proposal for industrial training ever put before Parliament."

Others are more inclined to regard it as a cynical device to reduce both the youth unemployment figures and the level of young people's wages by pretending to offer training while taking no really effective steps to ensure that it will be provided properly.

In between there are many, some of them in key positions in the programme, who are deeply committed to its objectives but who fear these are being sacrificed to political expediency and ideological considerations or imperilled by the limited resources the Government is providing.

Week by week, *The TES* reports on these controversies. This week, we try to sum up the facts and to set out how the scheme will actually work when, towards the end of this year, it comes into full operation.

Not, unfortunately, all you've ever wanted to know about the Youth Training Scheme. There are still a lot of things nobody knows because they haven't been decided yet, like just what trainees will be taught, how the Manpower Services Commission will make sure its intentions are carried out, and how the results will be assessed. But here and on the following three pages we describe the plan, gaps and all.

The YTS in a nutshell

- The Youth Training Scheme is a new and permanent training system for school leavers, not just a temporary crisis measure for the unemployed.
- Its purposes are to provide a bridge between school and work, to widen opportunities for youngsters, and to create a better equipped, more highly motivated and flexible workforce.
- It is for young people under 18 (mainly) who have left school or further education, with priority being given to 16-year-olds to begin with.
- The scheme should offer all trainees a year of experience of work integrated with high quality training, with a minimum of three months' off-the-job training and education.
- A majority of the trainees will be placed with employers, who are being encouraged to

- start all their training under the scheme; some trainees may be treated as normal employees and paid ordinary wages, but most will get an allowance fixed by the Government at around £25 a week.
- A smaller number will be sponsored by colleges or local authorities and voluntary organizations and train through courses or in special work-shops and community projects; they will also get £25 a week.
- An estimated 452,000 youngsters will undergo YTS training in 1983-4, two-thirds with employers. But only 400,000 places are being sought, because not all the youngsters will stay a full year.
- The scheme covers the whole of Great Britain (Northern Ireland has its own scheme). It began last month, but will not be in full-scale operation until September.

Not to be confused with....

- People often talk about the Youth Training Scheme as "the NTT". This is not wrong, but is rather confusing: the scheme is part of the Government's New Training Initiative, which is an overall strategy for reforming and extending training for the whole workforce. But don't get the YTS mixed up with:
- The New Technical and Vocational Education Initiative (NTVEI); the Government's pilot programme for re-introducing technical courses into secondary schools.
- The Young Worker Scheme (YWS); a Government strategy for bringing down young people's wages by subsidizing employers willing to pay less than a set figure.
- The Community Programme; a temporary work scheme for the over-18s.
- The Open Tech (OT); the programme for mobilizing college and distance learning to

- help more people get technical training.
- The Certificate of Pre-vocational Preparation (CPVP); the new 17-plus qualification for full-time studies in schools and colleges. The YTS will be offering a certificate with a lot of similarities.
- The Unified Vocational Preparation Scheme (UVP); it arranged education, training and day release for young people already in jobs where no training existed. The introduction of the YTS means UVP is now coming to an end.
- The Youth Opportunities Programme (YOP); also now ending, it gave unemployed youngsters a weekly allowance and provided them free of charge to employers to get experience of work and, possibly, training. Others were placed on training courses in colleges or in work experience projects.

Learning from life

BERNARD EMBLEN

Everyday experiences offer teachers a valuable opportunity to observe the learning process at first hand, by putting themselves in the role of the learner.

Early reading skills, for example, can be examined at first hand by learning a new alphabet. I discovered this when attempting to learn the Shavian alphabet designed to simplify and rationalize English spelling.

ing. It is the result of a competition devised by Bernard Shaw. Despite its simplicity, the new alphabet soon proved too much for me. But I learned a great deal about the process of learning to read as I struggled to master the unfamiliar symbols.

My mistakes were entirely those found in every infant classroom - inverted letters, poor letters formation, an inability to scan, to retain the sense of what I was reading, to read with an expression, or to concentrate for more than a few minutes at a time.

Despite my initial enthusiasm, I soon lost heart. Being an adult, I was able to abandon the exercise, but did so with great sympathy for those five and six-year-olds in our

infant schools who find learning to read equally difficult, and would love to abandon the whole thing.

If you would like to try a similar experiment try one of the following: have someone write out a few sentences backwards, letter by letter, then try to read it, preferably aloud, as we ask early readers to; read a newspaper article held upside down; or read a passage reflected in a mirror.

Note the mistakes you make. You will probably recognize long words better than short ones, make reversals, read in a monotone, lose the thread... all too familiar, isn't it?

Learning to type is currently providing me with another opportunity to discover how concentration on a new process does not leave time to concentrate on content. It is proving easier to master than the Shavian alphabet, but original work written at the typewriter is confused, repetitive, and awkwardly phrased. I'm unable to monitor what I'm writing with both eyes on the keyboard - what chance for the clumsy child told to write an essay in his best handwriting?

As adults, we have control over our own learning, and rarely attempt to learn something which does not have some importance for us. It may be the Highway Code, in preparation for the driving test, or tourist French before a holiday, but our motivation is usually clear. Do children in our classrooms have sufficient control over their learning to allow them to choose situations in which their motivation will be strong?

This brings us to the question of structure, and to the issue of who should provide it. Should the path through a body of knowledge be pre-determined by the teacher? Or is the child the best organizer of his own learning? Should he be allowed to do so, with the opportunity to seek advice and, if needed, using his own search for solutions as an essential part of his learning?

Our classroom methods are the



practical reflection of our views on such issues. But how do they stand up to the test of our own behaviour outside the classroom? Reactions to a motoring breakdown can provide some clues.

A complete novice will probably soon call for help. While waiting for this to arrive, he should consider how he reacts to a pupil who puts up a hand for help without even trying to look for an answer. Is he as confused as our novice driver?

More experienced drivers may have some idea of where to begin looking, but do they proceed logically? More often than not, I suspect, they act on hunches, perhaps checking the component which last went wrong (largely because they know where it is, and because it's better to do something than nothing). Many children make this kind of apparently illogical guess - perhaps it's now clearer why.

An experienced driver, or the mechanic who comes to help, will work more systematically, but not strictly "according to the book", for several reasons. There are many books to advise on breakdown procedure, all recommending a logical approach, but in each the procedure described is different. There is, of course, no one way to solve a motoring breakdown; every mechanic has his own method, one which suits him.

This again calls into question the model of the teacher, or the textbook, or the examination board, as the best organizer of knowledge for

Every trainee will have a sponsor who will be responsible for arranging his or her programme for the year. Two out of three of the trainees will be under Mode A sponsors and the rest under Mode B. Bureaucrat's jargon? Yes, but of real, even vital, significance. Mode A and Mode B are quite different sponsoring arrangements, and the difference reflects some fundamental tensions and conflicts in the ideology and practice of vocational preparation.

Essentially, Mode A sponsors are employers, or groups of employers. Mode B sponsors are the rest. That is the distinction in general, although it now looks as if a considerable number of Mode A places will also be provided by training bodies, including commercial organizations, who hope to make a profit out of the scheme.

The two kinds of sponsorship are funded quite differently: there are different arrangements for supervising and monitoring; a different basis for the pattern of education and training; and a different relationship between sponsor and trainee.

But the biggest difference is in the ultimate motivations of the two kinds of sponsor: most employers, however public-spirited, must re-

Know your Mode

gard the YTS as helping to provide them with better trained workers for their own needs, whatever else it does, and largely at the taxpayer's expense; while most Mode B sponsors are motivated by the same kind of objectives as teachers. That does not mean that there aren't also some common goals.

Mode A employers get a government grant for each trainee out of which they pay the trainee and provide training on and off the job and some further education.

Mode B is of two kinds. Mode B1 consists of various kinds of training in establishments set up, largely under YOP, to provide specifically for the young unemployed, or in community work. It includes training workshops, and the new information technology centres. Most of Mode B1 is sponsored by voluntary organizations or local authorities although under YOP, and possibly under the YTS, private industry has run some training workshops and been involved in some of the

techniques. Mode B2 is fundamentally a reversal of the Mode A pattern: it is built around a short course of off-the-job training and education, supplemented by work experience on placement with one or more employers.

Most Mode B2 will be run by colleges - possibly by some schools - and in a few cases by industrial training bodies or even by the MSC own area teams.

Theoretically, sponsors have to provide virtually the same combination of work experience and off the job education and training under both modes. But under Mode B they get no Government grant and have far less independence.

Mode B sponsors are paid by the MSC for the full cost of what they themselves provide, subject to laid down limits and close checks. The MSC pays the trainees their allowance. And their is no question of being able to claim any money from the commission for

existing employees. Some local authorities may be running schemes simultaneously under Mode A and Mode B. They will be Mode A sponsors as employers, taking on trainees for their own offices and depots, while running Mode B schemes for other trainees through their education and youth services, and possibly through their social service departments.

On the face of it, Mode A and Mode B ought to be potentially of equal value, both providing a foundation year of work experience, training, and education with much the same balance between the three elements. But the MSC and ministers are making it increasingly plain that they regard Mode A as by far the most desirable kind of sponsorship, and imply that Mode B is there, partly because it may not be possible to find enough training places with employers, and also to take care of those youngsters whom, for one reason or another, the employers don't want. A couple of weeks ago *The TES* reported that the MSC's officials are thinking in terms of increasing the proportion of Mode A at the expense of Mode B2, and possibly Mode B1, in future years.

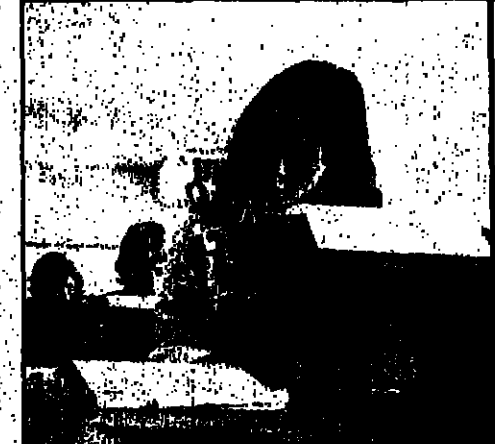
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FEATURES

The
TES Guide
to the YTS

The age of the trainee

The Youth Training Scheme is intended to be just that: a programme of training for young people. Every youngster passing through the scheme is supposed to get a year of training, education, and work experience, and the intention is that these should fit together so as to provide a sound foundation for whatever follows.

The aim is that it should eventually cover all the under-18s who have left full-time education. But for the present it is confined to school leavers: 16-year-olds, some 17-year-olds, and a few 18-year-olds in special categories.

You cannot begin to understand how the scheme will work until you grasp the central idea that it aims to cover all school leavers, not just those who are unemployed. Employers are being encouraged to bring all their recruitment of school leavers into the scheme, which offers big money incentives so that they are likely to do so.

But although the plan is that employers should provide the bulk of the places, they will not be responsible for all the trainees.

Some will be sponsored by colleges, by voluntary organizations, by local authorities, and by training bodies. But in all cases the year in the scheme will have to provide the three elements of training, off-the-job education, and on-the-job experience. The scheme is based on a training philosophy urged by the main bodies represented on the MSC (the CBI and the TUC) and the commission's own officials and backed by Government and a large part of the educational establishment, is the notion that work provides a unique form of learning essential to growing up.

What it replaces

If the scheme is intended to embrace all leavers, clearly it must affect all existing training arrangements for the group and all existing arrangements for the young unemployed.

The YTS replaces the Youth Opportunities Programme although it will not, at least to begin with, have room for all the unemployed youngsters who would have been eligible for YOP.

It replaces, too, the Unified Vocational Preparation scheme, under which young workers in jobs without formal training got some foundation training on day or block release.

It does not replace apprenticeship and similar established systems for training recruits for skilled jobs but a lot of apprenticeships, perhaps nearly all of them, will be brought into the scheme.

To repeat, the aim is to try to bring everyone in the eligible age group who starts work into the scheme. That doesn't mean they

The dream and the scheme

Mark Jackson looks beyond the official claims for a realistic picture of the way the scheme will work.

Additional reporting by Jane Pickard.

will have the same training, the same conditions, the same prospects, or the same pay and status (although the last is something that a lot of employers, ministers, and MSC officials would like to see).

Bringing all existing training into the scheme makes one thing inevitable - that neither the content of the foundation year nor the way it is provided can be decided directly by the Manpower Services Commission, the Government agency which has the overall responsibility for running the scheme and for distributing the money being provided from public funds.

And, in fact, the MSC is not going to try to run the scheme directly - or at least, not much of it. It will content itself with setting standards, laying down some of the kinds of things that must be provided for the trainees, and footing the bill.

It will also arrange a certain amount of monitoring, both of the quality of the training and education and the way Government money is spent. In the nature of things, for a Government agency, while the first kind of monitoring is regarded as highly desirable, the second is a must.

But a lot of this supervision will not be done by the MSC itself. It is going to hand the job over to outsiders who will be given various levels of responsibility. In many cases, where employers are big enough, they will have the main responsibility for monitoring themselves.

If all this sounds a bit vague, it has to be. A lot of it, including key matters on which the success of the scheme is likely to depend, is still being worked out - in some cases, fought out - between officials and representatives of the various groups involved in the programme.

What it means to young people

Firstly, a guarantee that if they leave school at 16 they won't go on the dole for at least a year. Secondly, that they will get some kind of planned opportunities for learning. And, finally, they should have a record of the experience and their achievements which should be of use in getting jobs or access to further education or training.

This is the minimum that all trainees can expect. For some, and if the scheme lives up to its intentions all, there will be more. Work, or work experience with on-the-job training aimed at equipping them to apply the work skills they learn to a variety of other jobs and situations. It will be backed by related education in a college or some other establishment which will aid their personal development. In addition there should be close counselling and guidance on vocational and personal matters available.

For some of the trainees the foundation year in the scheme will serve as the first year of an apprenticeship with their employer, or as the start of a permanent job with the firm. But there is no guarantee that the trainee will be kept on

unless he or she is recruited under a contract (see what we say about this in the section on job rights). The trainees will be paid at least £25 a week, probably with travelling expenses added to this. This is the allowance which was paid to YOP trainees, and most people thought when the YTS was first mooted that it would apply only to the extra youngsters taken on to the scheme, not those who would have been taken on anyway as normal recruits.

But it seems to be turning out that the allowance will be treated as the norm by most employers, except where trade unions manage to negotiate for the youngsters to be paid the normal wages for their age or, alternatively, secure some topping up of the allowance. Since it now looks as though there will be very few jobs left for 16 year olds outside the YTS, a negative effect from the point of view of the youngsters is that it will bring down the wages to well below the current average for their age group. This, indeed is one of the things that ministers like about the scheme.

... to employers

An opportunity, certainly, to undertake a responsibility that their competitors in some other countries have accepted for a long time - providing a basic training for all the youngsters they take on. And, at the same time to do their bit to cut down school leaver unemployment.

But the scheme has some more immediate and bankable benefits. First, it enables firms to train their leaver recruits largely, perhaps wholly, at the public expense. They get £1,850 for each trainee, and another £100 a head if they take on the responsibilities of being a managing agent, a role we describe below. Out of this they have to pay the trainee's allowance or wage, provide training on the job, and pay for 13 weeks' off-the-job training and education. Although the MSC is laying down certain requirements as to the content of the training, it is avoiding specifying how it should be provided.

Clearly there is enormous variation in the type, quality, and cost of the skills training that the employers will provide. Some will want to offer little more than the practical experience gained from carrying out an unskilled job, plus whatever supervision and instruction is needed to meet the MSC's minimum requirements. Others will provide intensive training in work skills, a great deal of it off the job: in at least one industry those trainees who have been selected for apprenticeship will spend the whole year off the job on expensive training. And the MSC is leaving it to employers to decide how they will meet the minimum 13 weeks of education and off-the-job training. Not all of them will use colleges: there are commercial training organizations who say they can undercut the colleges, and some employers will run the 13 weeks of instruction themselves on their own premises.

So there is enormous scope for variation in the cost to the employer, depending on the kind of training he wants to provide and what he wants to use the trainees for; on his own efficiency and resources; and in the last analysis, on his own scruples.

There are many firms who will subsidize their

YTS training heavily: but there may be others who make a net profit out of it. The chairman, Mr David Young, says he does not know how this can be done; but already a number of independent entrepreneurs, whom he is highly experienced in recruiting, are planning to set up in business as professional Mode A sponsors, collecting MSC grants and paying all the costs of work experience and of the job training cause they are convinced that it can be made to pay. But apart from any financial benefit scheme comes as a great boon to many because it frees them from the obligation of employee protection legislation. From a year in which to pick out the trainees to keep on; and the requirements of that mean that they will be forced to do an assessment procedures which will help make the choice.

And there is another advantage to employers individually and collectively: because the nature of a foundation year means that they learn some of the skills that are similar to those that are required in the workplace. This, indeed, is a major justification for the scheme from the point of view of the Government: the creation of a new workforce that can be readily assimilated into whatever skills are required.

But the YTS isn't all unqualified employers. Taking on more youngsters than they can actually use means finding ways to do the work properly, and also an administrative load. There are some problems about providing the kind of training the MSC wants, and, even more, procedures for assessment that will give trainees a worthwhile certificate of achievements.

... to colleges

A lot of work and a lot of change. Change, because some of what they are bound to go. They will get less direct training in traditional first year apprenticeships and a lot of apprenticeships will be absorbed into the scheme. They can also expect to see students, both on conventional vocational academic courses, and on new courses such as the City and Guilds preparation certificate which is being developed alongside similar qualifications.

This is the clearly predicted effect of the introduction of a scheme offering vocational preparation on a 25 a week advance in place of college courses with discretionary maintenance grants. The introduction of youngsters from full time education may not be as massive as is predicted: many colleges are now recruiting more youngsters than they can take because they regard government

programmes as inferior to "real education". But whatever the loss of traditional work, this is bound to be greatly exceeded by the new loads that the YTS will bring.

Firstly, there will be the college-based trainees under Mode B2. Something like 70,000 of them in the first year, although it may be fewer in later years. These college-based trainees will not, however, bring in as much work or fees as the colleges had been led to expect earlier. During the final year of YOP colleges had been encouraged to develop very comprehensive courses, some offering an alternative to the traditional training in fields such as art and design, others providing manual skills or remedial training for the disadvantaged which consisted of a six month course of instruction in college and the rest of the year on work experience. But a few weeks ago the MSC let it be known that it could not afford, this year at any rate, to pay for more than 13 weeks of college for most of the trainees. This effectively cuts the colleges Mode B teaching load down almost by half - although trying to find the extra work experience placements will also mean some extra headaches.

For the Mode B work the colleges will be paid directly by the MSC at rates which were still being negotiated this week, and which will reflect the full cost. But by far the bigger new work load will come, not from the courses which the colleges themselves are sponsoring, but in providing off the job training and education for youngsters sponsored by employers under Mode A. If the colleges get all the Mode A trainees it would mean three times as much work as they can expect under Mode B.

But they are unlikely to get all of it, even though authorities have agreed to discount college fees heavily to Mode A employers. Some of the work is bound to go to commercial training and educational enterprises, a number of which are planning to enter the field in a big way; and in many cases employers will provide the instruction themselves on their own premises. This is despite the fact that many managers and trainers in big companies are convinced that no-one can do the job as well as the colleges.

The courses that the colleges provide will be, basically, of two kinds: straight vocational education, including workshop skills - although teaching style and procedures will have to be modified to meet the needs of the new clientele, some of whom will, for instance, not be as familiar with safety requirements as are traditional apprentices. And there will also be a requirement for teaching the life and social skills which are a mandatory part of the YTS programme.

Most colleges will have to take on extra staff to provide these life and social skills courses, which many of them have been running for YOP. In many colleges this work has until now been regarded as rather low-status, and often ignored by staff not directly involved. Now it is likely to be seen as a key activity.

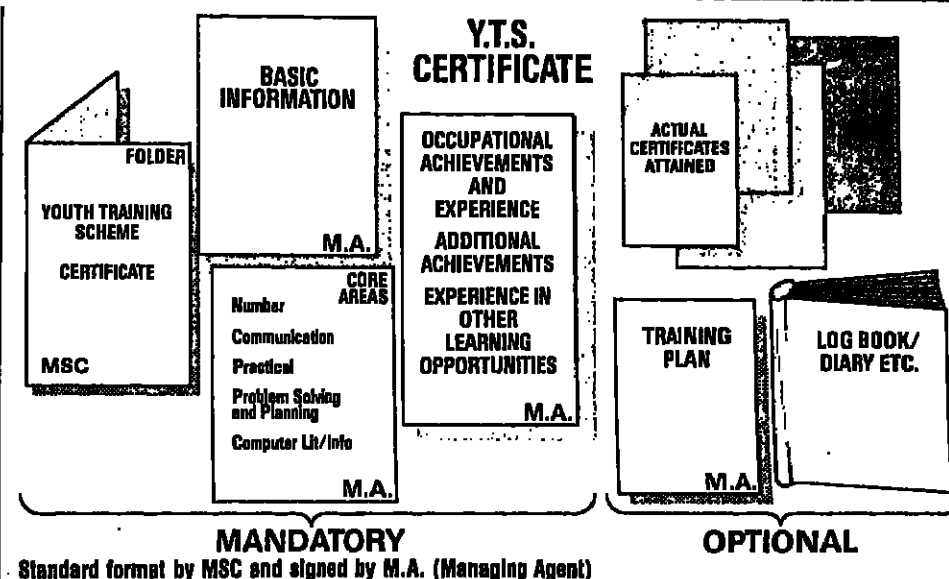
Not all the college work will be done in the colleges. Some of them have already got used to running classes for YOP and UVP trainees under "outreach" arrangements, with lecturers going out to factories and other training sites. Now, with much larger groups of trainees to cater for in the big company schemes, this way of working is likely to be used much more.

Who can join?

Whatever the eventual goals of the YTS, eligibility in its first year is being strictly limited. In order to keep numbers down to the 452,000 youngsters which the MSC thinks is the maximum number it can afford and can place.

The scheme is restricted in this first year almost entirely to 16 and 17-year-olds, and some will be more eligible than others.

FEATURES



Who chooses?

Under YOP youngsters were placed in projects by the careers service. For the YTS, the service will share the responsibility with employers, and is likely to be the junior partner.

Employers can recruit direct, but on present plans will have to notify the placing agencies, the careers service or the MSC's employment services. It means, of course, that employers will be able to be as selective as they think fit. On at least one of the pilot schemes which ran in 1982/3, the firm concerned simply applied its normal competitive apprenticeship selection procedures.

This suggests that many of the youngsters who, for one reason or another, appear less attractive to employers, such as the disadvantaged, will be left to the colleges and other Mode B sponsors.

What job rights?

Trainees will not be employees unless they are on Mode A and the employer taking them on offers them a contract. The rest will be in a position rather like that of youngsters on work experience under YOP.

The only contract which has been studied in great detail is that of "occupational training families". This classifies most jobs under one of 11 groups in each of which training can be seen as having a common key purpose. The idea is to offer trainees guidance as to how they can get trainees to recognize how what they are learning can be applied to other related jobs within the same family.

The commission has spent a good deal of money getting Sussex University's Institute of Manpower Studies to refine the scheme over the past year, and a decision is about to be taken over whether it should be a standard part of all YTS training. One question, as with the core areas and assessment for certification, is whether the employers feel they have the skills and the time to operate the procedure.

Certification, in, of course, a key aspect of the scheme. City and Guilds have worked out a form of profile certificate, but here, the employers have already balked at the idea of carrying out detailed individual assessment. A compromise, which has been suggested is that the certificate should describe what ground the particular training scheme has covered and in what way.

What training?

Obviously in a scheme which is intended to embrace employment of all kinds the type and



extent of the training given will vary enormously. But the MSC is insisting that all schemes provide a designed programme with certain common basics. It says it intends "to be prescriptive about the content framework of YTS but not about the detail of schemes".

All YTS schemes starting in 1983 have to provide, as well as any training, induction, planned work experience, guidance and counselling, assessment, reviewing and recording of progress and achievement, and a certificate at the end. There has to be at least 13 weeks' off the job training and education and this is when trainees are likely to be concentrating on the core areas which are a mandatory requirement. They are:

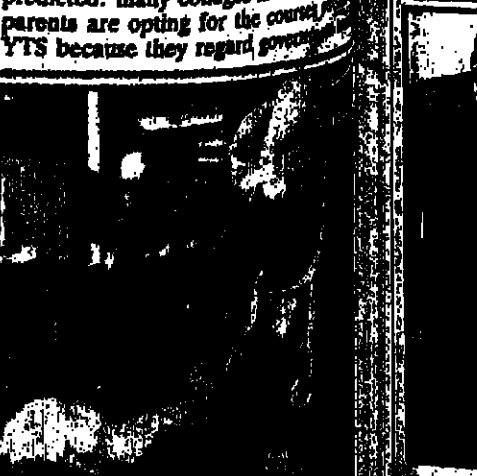
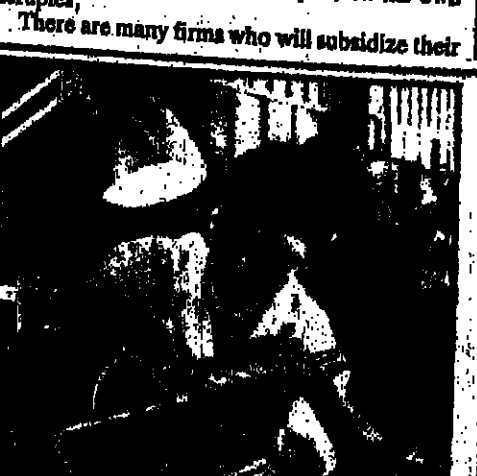
- number and its applications
- communication
- manual dexterity
- introduction to computer literacy-information technology

Since a high proportion of the trainees are not going to find jobs in the industries which train them, a major aim of the scheme is that they should learn skills which will be of use in a broad range of occupations. The MSC has not yet worked out quite how this can be assured.

One approach which has been studied in great detail is that of "occupational training families". This classifies most jobs under one of 11 groups in each of which training can be seen as having a common key purpose. The idea is to offer trainees guidance as to how they can get trainees to recognize how what they are learning can be applied to other related jobs within the same family.

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What about the quality?

This is all the more important because there is a much more rigid boundary in the YTS than there was in the YOP between employer-managed schemes (Mode A) and MSC-managed schemes (Mode B). Some Mode-B schemes, manned by committed and imaginative staff, may offer a better intrinsic experience than some Mode-A schemes. But other Mode-A schemes will be with employers with a long and esteemed tradition of high-quality induction training. An in general, Mode A will offer more immediate access to jobs than Mode B. The additional principle—that the MSC will fund two trainees who would have been normal recruits if the employers will take on three extra

The TUC wanted its members to have a right of veto over schemes, but after long discussions at national level, it agreed to a compromise which says, "It is generally expected that AMBs would not approve schemes where appropriate officials of recognized trade unions had clearly indicated that they did not support the proposals."

On the content of YTS courses, the board is advised by a team of education and industry experts on its advisory group on curriculum standards.

Legislative attempts to reinstate the doctrine of creation had by the seventies to concentrate on advocating inclusion of "creation-science" in the curriculum rather than on banning the teaching of evolution as such because the Supreme Court was likely to be hostile to anything which restricted freedom of speech. The fact that religious doctrines may not be taught in American public schools has also made it necessary to argue that there is such a thing as "creation-science" which is not a religious view but a scientifically legitimate doctrine as likely to be espoused by serious students of biology, geology and anthropology as the theory of evolution. To give credence to the intellectual respectability of "creation-science" there have sprung up research institutions such as the Institute for

Ape or angel?

should be taught. There is a general nostalgia to modern science inherent in the mobilization of fundamentalists on the evolution issue and a wider battle for control of textbooks, curricula and schools. The political tendency which has come to be labelled the "new right" is very much aware that is through educational institutions and practices that the battle for the minds of the young can be won. Grass-roots activism is the "new right's" special strength and, as Professor Nelkin emphasizes, the "public education system is one of the last grass-roots institutions in America". It is therefore hardly surprising that the schools should have become the target of political groups anxious to create an environment in which traditional American values may flourish and right-wing politics prosper. What is perhaps surprising is the difficulty of the ques-

It may be that the assault on the scientific community that has emerged in the United States primarily reflects that country's peculiar social structure and political system. But the greater accountability, participation and control — to say nothing of problems connected with funding — to make the book of general interest to all those concerned with the relationship between education, research and wider society.

Tony Watts looks at the difficult position schools are placed in by the scheme: what should they advise pupils and how should it change their teaching?

Public statements by ministers and MSC officials which hide the latter point are dishonest to young people, undermine the confidence of people working in the YTS by inviting them to collude with the dishonesty, and place the YTS in a position of making promises which it cannot deliver. Somehow there have got to be elements sent into the YTS which explicitly and credibly demonstrate that it not only increases employability but also develops skills which can be of use beyond employment.

This leads to the second issue, which is *particular*: the implications of the YTS for what is offered in schools. This can be divided into two parts. Post-16, a few schools are bidding to become providers of off-the-job education and training for YTS schemes. For most, however, the issue is whether, in view of the YTS, they should put in the considerable energy and effort that will be required to develop the CPVE-type course. The way in which the CPVE-type announcement about CPVE coincided with the MSC's announcement about access to the YTS at 17, from September 1982, is a matter for speculation.

Many teacher remain cynical about innovation for young people. Very much more there must be a realignment which makes innovations made by the MSC at its best integrated with the resources and ideas which lie within the education system. While, schools must not permit their teachers to hide from young people's needs and misgivings to hide from young people's fact that for many 1983 levels, they offer the best way forward available.

Fong Wai is executive director of the Chinese Education Council.

"The cherubim know most; the seraphim love most." That is one of the New Englanders' plithier contributions. British rival, Samuel Butler (1), gives him run for his money on the previous page with "The end of all knowledge is to understand what fit is to be done; for to know what's been, and what is, and what may be, does not lead to that". He is rightly thrashed by early eighteenth-century Anon two aphorisms later on the same page: "Whether learning has made more proud men or good men, is but a question".

Seraphim & cherubim

uphism game has been invited.

Like most people, I rely on books such as this to find out The Truth about Life. Most of us would also agree with the Prince of Lagsu, quoted in the section entitled "Aphorisms and Aphorisms", who says: "The only way to read a book of aphorisms without being bored is to open it at random and, having found something that interests you, close the book and meditate". I next did this and the book at page one, "Summation of what contain most things are always stored in themselves," Samuel Butler (1). I closed the book and meditated. What Butler was saying, it seemed, was that one

in which Mr Gross plays fair by the reader. By including them, he allows many an aphorist to hang himself before our eyes. From his former editorship of *THE TLS*, we know his taste to have a ruthless way with bunting. He is in the sort to be taken in by many of the bogus profundities paraded here. But he includes them because what the reader expects from book of this kind is that it be representative of its subject. The book *this* has a fit tone.

Indispensability. And every now and then Mr Gross puts in an unexpected figure who qualifies greater names. Thus Sachs Guilty in

But the ability to remain healthy, while the same time being interesting, is possessed most of all by Goethe: the prophet and poet of normality. But what is this – late in the book, from Cocteau on page 294? "Nothing more abnormal than the poet who approximates to the normal man: Hugo or Goethe. This is the madman at large. The madman who does not appear mad".

**Reviews of reference books on
wide range of topic pages 47-58**

ARTS

Lovely Rita

Educating Rita.
Classic, Haymarket and Warner
West End

"What does it benefit a man if he gaineth all of literature and loseth his soul?" Michael Caine, as a disillusioned pie-eyed don, harangues his Eng Lit students with this question in the film of *Educating Rita*. The line sums up what is unsatisfactory to complex questions about the value of "raising" someone through education, he too often expresses them in the simplest terms.

Educating Rita works better as a film than as a play mainly because the medium is more successful at surviving this sort of didacticism. In the play one is conscious of the writer dishing out arguments, and of the two actors as spokespersons for positions in the debate. In the film both Rita (Julie Walters) and Frank (Michael Caine) have independent life, and one can sympathize with both of them as people.

Julie Walters is perfect as Rita, the 26-year-old hairdresser who turns to the Open University because she is eager to learn "everything" (whether this is an achievable aim is never questioned), and she is particularly convincing in her early scenes when she explains the frustration of ignorance. But then she does have the advantage of a well-written, endearingly funny part; Michael Caine, on the other hand, has to make something of one-note dipso Frank, one of the least convincing academic characters ever created. He turns out to be excel-



Rita (Julie Walters) with Dr Frank Bryant (Michael Caine)

lently cast: for one thing, he alone can get away with a preposterous line like "Blake (pause) is a dead poet. (Pause) That's all he is", because he always talks like that. He also makes the most of his meagre portion of the comedy, and he wrings maximum pathos from his growing dependence on Rita and his dismay at her growing independence from him. A number of close-ups, increasing in frequency as the film proceeds, show him doleful, defeated, confused, his eyes swimming in booze and tears.

Rita and Frank are not the only characters in the film, but they are still the only ones that matter. Russell cleverly rearranges his existing material to bring in characters and scenes that in the play were discussed or described, but sometimes he spreads it a bit thin, squandering what were good ideas. For example,

he plays Rita explains to Frank that she wants the real freedom of choice that knowledge will bring her, and says that her husband doesn't understand: "He thinks we've got choice because we can go into a pub that sells eight different kinds of lager". This is funny and quite profound. In the film, the materialized husband says, apropos of nothing, "D'you know they've got eight different beers to choose from in that pub?" which simply shows that he takes an interest in something.

Educating Rita is a funny and likeable film, with two strong central performances. While it may be regrettable that some of the play's dramatic impact is lost, it can only be a good thing that at the same time some of its moral-pointing has been undermined.

Lynne Truss

Race reality

Screen.
Volume 24, No. 2, March / April
1983. £2.50, 0036 9543.

The current issue of *Screen*, published by the Society for Education in Film and Television, deals with the topic of racism, colonialism and the cinema. In the first of the three leading articles, Robert Stam and Louise Spence approach the problem of decoding images of colonialism and racism in the Western cine-

ma. Their analysis of Pontecorvo's *Battle of Algiers* is a positive and revealing exercise and they make short work of such easy targets as *The Wild Geese* with its Cowboy-and-Indians approach to white mercenaries in Africa. Irene Molnar examines the image of blacks in American cartoons and Julianne Barton argues that Hirschman's *Solo* Bernardo raises important questions of aesthetics and modes of representation.

The emphasis, especially in the shorter articles and reviews, is very much on cinema education and the

issue ends with a series of proposals for media studies by a working party from the society. They stress that the aim of such courses should not be the communication of a body of knowledge, but increasing awareness of the ways in which the cinema constructs reality. On the whole, *Screen* will make a useful contribution to this, though at times its writers lapse into the pretentiousness epitomized by Oliver Reichen's captions to his series of photographs from Bombay film studios.

Robin Buss

Catholic cocktail

Bernard Denvir on the Tolley Cobbold
Fourth National Exhibition

Unfortunately - though some might doubt the validity of the adverb - the close on two thousand works which constitute the summer exhibition of the Royal Academy never leave Burlington House, and so the art lovers of the benighted provinces do not get a chance of seeing that fascinating, exasperating, enthralling, and spasmodically depressing, supermarket of contemporary culture. But there is an alternative. The Tolley Cobbold Fourth National Exhibition, which opened at the Fitzwilliam in Cambridge for a four week spell on April 23 will do an extensive perambulation of the country, taking in Ipswich, Oxford, London, Edinburgh and Leeds, where it will close on February 11 next year.

An exhibition of contemporary art, selected by open competition, with 1750 entries and 83 acceptances, comparing with the Royal Academy's equivalent figures of 7,000 and 2,000, it is as lively and as idiosyncratic a selection of paintings as you are likely to find anywhere. Much of its vitality no doubt springs from the fact that it offers considerable rewards, with purveyors of different kinds of alcoholic beverages, Tolley Cobbold, who started the exhibition four years ago in the lead, offering prizes to the value of several thousand pounds. In addition a great effort is made to find buyers. Fourteen companies (vodka, tonic and brandy will do the forefront) have made a commitment in advance to buy works, and even at the press view there were a couple of patrons from a French vineyard snapping up a couple of paintings for their chateau.

The choice is catholic enough to give those who see the exhibition a pretty representative view of the state of modern British painting, with all its current uncertainties, its growing lack of satisfaction with pure abstraction, its intermittent concern with various aspects of Expressionism, its quest for a figurative ideology. Mair Twissell's reactions are typical of many. "I work directly from what I see. I don't attempt to use categories to define my work. My work is as it appears to be."

Twissell is 40 and so belongs to the generation most adequately represented in the exhibition - all the prize-winners were born between

ARTS

Medicine box

Education has been blamed for most things, and it was interesting to see it take the rap again, this time from the establishment doctor on Thames television's *Medical Mistakes* - Who Pays The Price? The problem was not so much doctors getting things wrong, he argued, but that the patients were unable to understand what the doctors were telling him. Hence their dissatisfaction.

No doubt the remark was made in stress, because these days are difficult ones for doctors, assailed by critical programmes whenever they turn on their television sets. *Medical Mistakes* was one of the better ones, in which the complexity of the problem clearly emerged. When doctors make mistakes their patients - are in need both of financial compensation and of some way of being able to come to terms with, and understand, their loss. At present we have a patchwork system of remedies: the law courts (prohibitively expensive), the Medical Ombudsman (non-clinical mistakes only), or health authority procedures (lengthy, with no right to compensation). The problem is finding something to satisfy both needs.

An attractive package of solutions came from Mrs Jean Robinson, former chairperson of the Patients Association and a lay member of the General Medical Council, who suggested better complaints procedure, improved access to the courts, and less hostile behaviour by the doctors. What was clearly stated, however, was that if we have such a system, we shall certainly have to pay for it through the vastly increased insurance premiums.

But at least the question was eloquently put, which is more than could be said from Channel 4's new series on drug injury, *Kill Or Cure?* Its first two programmes looked at already well documented cases: the horrific aftermath of the Japanese fashion for a certain anti-diarrhoea product (marketed here, though no longer, as Entero-Vioform), and the British dilemma - compounded by government meanness over compensation - over whooping cough vaccine.

But so far the series has gone little further than the familiar fashion for a certain anti-diarrhoea product (marketed here, though no longer, as Entero-Vioform), and the British dilemma - compounded by government meanness over compensation - over whooping cough vaccine.

But so far the series has gone little further than the familiar fashion for a certain anti-diarrhoea product (marketed here, though no longer, as Entero-Vioform), and the British dilemma - compounded by government meanness over compensation - over whooping cough vaccine.

Tim Albert

Voice of the sixties?

Visions: Cinema - Jean-Luc Godard.
Channel 4, Wednesday, May 11,
9.00pm.

"Les mots sont les mots et les images sont les images": I put this in quotes to show that I did not discover it for myself, but owe it to Jean-Luc Godard who, in the video on the making of his film *Passion* (to begin in London this month), declares a marked preference for *les mots*. Chain-smoking cigars, he spends much of the time allocated to him in the second half of this programme seated in front of a blank screen against which the back of his head is silhouetted while the other side of it discovers and rediscovers the possibility of a pun on the words *page* and *plage*. Those eyesight is fit up to deciphering the subtitles, might feel that they have a lot to be thankful for.

The first half of the programme was more informative and more watchable, if only because the talk-frames in it were lit from the front. Is it true, as one of them says, that the key debate of the sixties in cinema was for or against Godard? They certainly pick in, for

and against, though the lines are not always clearly drawn: the aesthetes tend to dismiss the post-1968 Godard ("he stopped asking questions"), while the politically-committed, who had previously found him tedious in the extreme, sit up and take notice ("at least, he was asking the right questions"). In the seventies he defected to television, Switzerland and small cigars, lost to a British audience which had started to rediscover American cinema and lost faith in Mao Tse-tung.

At his worst, I believe Godard was truly pretentious, feigning profundity and authenticity in the way that the pseudo-poetry of some pop song lyrics does. But, *les mots sont les mots*... etc, and there are images from his early film that stick in the mind. Some of them can be seen in *Vivre sa vie*, which Channel 4 showed immediately after this programme, as part of a season which also includes *La chinoise* (May 16) and *Weekend* (May 18).

Judge for yourself whether this is the true voice of the sixties; "extraordinarily dreary", an inspiration to film-makers or just "une comédie habituelle de Jean-Luc" (as he says) in a rare moment of self-mockery.

Robin Buss

Chronicles of fascism

On the Track of Tyranny, 1933-1983. A current exhibition to mark 50 years of the Wiener Library, London.

Interest in Nazi Germany, its background and implications, peaks suddenly and dramatically, but just as suddenly fades out. Meanwhile those institutions which have to provide the kernel of information have to work consecutively, consequently and constantly to build up and retain the abundance of archive material, books, newspapers and miscellaneous sources of commentary that lie in profusion around the globe.

Such an institution is the Wiener Library which is at present holding an open exhibition to commemorate its 50 years of existence. The Library itself contains one of the most comprehensive collections on the Fascist and Nazi phases, and it is constantly being updated and supplemented to cover topics such as anti-semitism, racism, terrorism and Eastern Europe. Although the main body of material was transferred to the University of Tel Aviv in 1980 (for lack of available local support), all the rare material was put on microfilm and retained in London, making it, in fact, more easily available, as the microfilm is more durable than wartime paper. The microfilm materials include approximately four million pages in books and papers, and close to a million press cuttings for the period up to 1945.

A small but illuminating part of the Library's holdings is now presented at this attractive exhibition. It divides roughly into four sections: the rise of Fascism outside Germany (French, Italian, Dutch and English material for example) - press cuttings, photographs, ephemera, Nazi membership books, records of speeches by Hitler, two water colours by Hitler, Nazi nursery books. There is also some Resistance material in this section with copies of cuttings, pamphlets and books that are now very rare. The visitor can also glance through a screen at one of the lists prepared by the Nazis and found in Berlin of those they planned to arrest in Britain after the planned conquest. The war itself, including a pictorial account of the "final solution". The "return to life", the world trying to recover normality (not with complete success) after the defeat of Nazism.

Run on a shoestring budget, the Wiener Library continues to provide valuable documentation of an era whose charges still reverberate worldwide.

Leon I Yudkin

Chinese mime and song

Dragon Tales of Granny Chang, Midlands Arts Centre, Birmingham

Richard Blackford's song-cycle for children's voices, originally performed at St John's Smith Square in 1981 by Fineshly Children's Opera Group, has been given a dramatic interpretation by the non-Hill Children's Opera Company under the direction of Derek Nicholls.

Fully costumed, with a back-drop of slides and moving lights to suggest the changing sky beyond the Chinese village where these tales are set, the children use mime and movement to heighten the expressiveness of the songs. They lend themselves well to this treatment for the songs are based on the rhyming and counting games, riddles and old tales of Chinese folk lore and the freer movement which the dramatic medium offers, adds to the children's ability to appreciate and express the nature of their material.

The music itself, scored for two pianos, flute, recorder and percussion, contains echoes of Chinese instrumentation and produces complex rhythms and melodies for the children to handle. It stretches the young cast of 60-10 to 14-year-olds extensively, demanding from them a fine control of pitch and tone in both the ensemble and solo singing, and demonstrates how far musical director Paul Herbert's work with the children has progressed in the five years since he first included opera in the weekend and holiday music classes for young people which he runs at the MAC.

NB: Richard Blackford's earlier composition, *Sir Gawain and the Green Knight*, has now been recorded by Argo and a sequel to it is in preparation for performance in December.

Ann Fitzgerald

Next week

Craig Brown on a study of social attitudes on a London housing estate; Michael Horowitz replies to John Wain; Robin Buss on language teaching

Next Week (May 16-20) the first Sheffield Theatre in Education Week will provide the opportunity for teachers to appraise the work of such companies as Green Thumb from Canada, Actorship from London, and the more local Leeds TIE and Theatre Vanguard and Compass Theatre from Sheffield. Further information from Ivor Alan Davies 0742 26341 ext 349 or 0742 666797.

History of Music, by Roy Bennett, is one of the four excellent textbooks in the Cambridge Assignments in Music series (£1.75, 0 521 29815 6) designed for CSE and GCE O level syllabuses. Together with its cassette (£8.25, 0 521 24317 3) the book gives a succinct birds-eye-view of Western music, with examples and listening "assignments" at every stage.

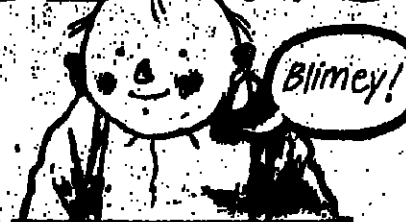
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Speaker: Dr Kenneth Robinson
Director of the Calouste Gulbenkian Foundation

This one-day event, arranged by the Arts Centre, is intended to draw together teachers, artists and all those vitally concerned with arts activities. The aim is to create a broadly representative association in which the diversity and richness of the arts in united within a body representing their common concerns and needs.

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Honourable failure

Lady Chatterley's Lover
An Arts Council Touring Production

Many a slip 'twixt cup and lip - many, many more between page and stage. The number of novels which have transferred really successfully to the stage can be counted on the fingers of one hand. Keith Miles' new adaptation of *Lady Chatterley's Lover* is not among them, but for many reasons an honourable failure.

The Belgrade Theatre, Coventry production tries to be scrupulously fair to D H Lawrence's notorious novel (not always the case with such adaptations). The famous thunderstorm-and-forget-me-nots scene is there - a curiously muted, certainly inoffensive nude scene hardly warranting the "Not Suitable for Children" label on all the posters - but so in a great deal of Lawrence's turgid, rambling moralizing about sex, love and the world. It is this more than anything which stops the play really working as a love story. Sir Clifford's striving after "the bitch-goddess success" and a lot of plodding detail about his coal-mines (including a now wonderfully ironic exchange about the proper treatment of miners) stir neither the heart nor - that basic Lawrencean word - the loins.

Nevertheless, it's all in the book, and full marks to Mr Miles for attempting to synthesize it into the play, without even trying he has come up with an excellent two-and-a-half hour introduction to the best and very worst of Lawrence.

Lynn Farleigh plays Lady Chatterley as a straightforward, sensible woman, rightly giving no hint of rampant nymphomania; Norman Ashley hops from wheelchair to wheelchair as Sir Clifford, while an unshaven Conrad Aquilith is the brooding, reticent gamekeeper Melors. And second-hand copy of *Lady Chatterley* will open automatically at the "naughty" bits; with the support of Arts Council Touring this production which tries hard to make sense of the text will shortly be visiting Hull, Wilmslow, Coltrane, Bradford, Stafford, Lincoln, York, Swindon, Harlow and Peterborough.

Hugh David

Chart stopping

On the Record.
Young Vic Education and Community Service, touring south east schools until June 4.

With so much theatre in education currently having to justify itself by choosing self-consciously "worthy" subject matter like mental health, advertising and the nuclear debate, YVCS's *On the Record*, which attempts to chart the history of the

past 80 years through popular music, seems an attractive proposition. One of the most effective media for recounting social history must be theatre, which offers immediacy no textbook can match. Measuring off the years with music could make education and entertainment one.

Unfortunately, *On the Record* simply doesn't deliver. Directed by David Doré and its director Lynn McVernon, it adopts the format of lecture rather than theatre, with two narrators doling out the facts of the last 80 years history, every so often pausing for a topical song. There are some curious inconsistencies in the choice of music, with great chunks of wartime and late forties material, and the rock and roll era represented merely by "Rock Around the Clock". Even the striking get-short shrift, with rather faint Beatles medley and the hard-edged and heartily ducks the hard-edged and harder music of the late seventies.

Admittedly I saw the show under appalling conditions - at a rain-soaked community event complete with errant toddlers, dogs and a disrupted and admittedly some of the snippets of information, however doubly sent, were quite interesting. If you know Hitler banned the Goeman version of "Yes, We Have No Bananas" when he discovered it was written by a Jew? The song they were performed vigorously and authentically for such a time-cast and band considering the breadth of styles they had to encompass.

Nick Baker

BOOKS

Voyages of discovery

Mary Jane Drummond on the teaching of reading

Achieving Literacy: longitudinal studies of adolescents learning to read. By Margaret Meek, with Stephen Arncliffe, Vicky Austerfield, Judith Graham and Elizabeth Platt. Routledge & Kegan Paul £6.95. 0 7100 9463 9.

There are not many accounts of educational research that fall into the can't-put-it-down category. Please take my word for it that this is one, and don't let anything I say here weaken your resolve to go out and buy it at once. Ostensibly, *Achieving Literacy* is a longitudinal study of five secondary teachers, with one college lecturer, carrying out longitudinal studies of five non-reading adolescents during special reading lessons. But in fact this brilliant book contains at least three different sets of messages. First, there are a great many powerful insights into the act of reading, and the teaching of reading, at both theoretical and practical levels. But there are also important arguments about children in general, as well as these five children in particular; and possibly most important of all, there are profound conclusions about teachers - how they work, and how they learn.

The messages about reading are probably the most predictable. The influence of Frank Smith and Kenneth Goodman is openly acknowledged; some members of the group report that they had to take occasional doses of these two authors to strengthen their resolve. These teachers take the view that "reading has to be taught as the thing that it is, holistically." This fairly abstract expression of intent has serious consequences in real life. It means abandoning the traditional practice of breaking reading down into "piecemeal activities for pseudo-systematic instruction." It means forgetting about word games, eye movements, double vowels and consonant clusters, and concentrating on reading as a grasping of meaning, as "an elusive joy" (a subtitle from the final chapter). This view is expressed over and over again, but it never becomes repetitive because of the cleverly constructed narrative line of the book. It is based on fashionably ethnographic material taken from tapes of the children working with their teachers, and tapes of the teachers working together in their fortnightly meetings. From this material Margaret Meek and the group have created a moving account of how, during their

three years together, their ideas about reading were developing, and, if you agree with them, blossoming most beautifully.

Their changing ideas about what reading is, and how it can best be taught, are often controversial, and forcefully expressed; for example, "remedial lessons, as generally practiced, work against those pupils they are intended to help." But sometimes the authors speak more positively; for example, one of their most strongly held convictions is that a practice borrowed from the best infant schools, whereby children construct their own reading material, is central to the growth of real literacy. This must be good news for those infant teachers and others who, armed with Jill Bennett (*Learning to Read Through Picture Books*) and *Breakthrough to Literacy* are at last escaping from the clutches of Janet and John. In short, for anyone interested in the teaching of reading, this is an inspiring book, not least because unlike collections of conference papers, it is so firmly rooted in the real world, where the teaching of reading actually takes place.

But the book is much more than a few bright ideas about how to cheer up special reading lessons.

The second set of messages is about children. By the end of the book, Andy, Trevor, Sharon, Tracy and Chris have become real people - as real as Margaret Meek, or me, or you. And, the authors argue, if those five are real people, then so are all the children we teach. They are not reading problems, or low achievers, or possible dyslexics. They have real feelings - some of them difficult to cope with. Trevor turns angrily on his teacher: "It's a year now. Nothing's happened." These children, all children, are not slabs of Piagetian subject-matter, whose difficulties can be diagnosed with tests, and who will respond to a proper programme of specific treatments. And so the experience of teaching them is not a matter of following a set of rules or practices; it is more a question of "the peculiar unpredictable changing relationships of teacher and taught, which obeys no laws and is full of surprises."

As if all this were not enough, the authors still have more to say. The view of teachers' learning presented in this book is a very exciting one. "Doubtless what we learned is contained in all the good advice that is so abundantly offered to reading teachers, but how we learned it is the more important lesson." For

more than three years, these teachers were working in a small, closed group, in control of their own learning. And much of what they learned is concerned with this particular way of working. At the beginning, for example, "we were still tentative about discussing the teacher's strategies in lessons, anxious to approve of each other, rather than to suggest alternatives." As the weeks passed, the teachers learned to recognize and express their feelings more readily. They no longer left unexpressed many assumptions they had earlier used as stepping stones. They became more aware of changes in themselves, because although they had originally set out to investigate the teaching of reading, they soon found they were embarked on a voyage of discovery about themselves - as experts, as teachers, as people.

Some people will hate this book. There is no hard evidence at all, not a reading age in sight. There is no index; there is only a handful of references; it is intensely subjective. But, and also therefore, it is an important book for a very wide audience indeed. The subject-matter is, in a sense, largely irrelevant to the central thesis: good teachers must also be good learners.

To skim, to scan, to read

A Dictionary of Reading and Related Terms. Edited by Theodore L. Harris and Richard E. Hodges. Heinemann Educational in association with the International Reading Association, Newark, Delaware, USA. £11.50. 0 435 10410 1. £4.95. 10411 X.

To become a specialist, a topic of learning fences itself about with exclusive language then produces a dictionary to define the field thus enclosed. This safeguards the rights of initiates, while seeming to offer profane outsiders a way of understanding what goes on within the demarcation of the discipline. Reading can now be defined from "a comprehensive sampling of 4,780 main entries and approximately 620 subentries totalling approximately 5,400 terms drawn from the initial body of some 10,000 terms that were identified in the reading literature."

It is a formidable editorial achievement. This supporting consultants and volunteers have been busy throughout the English-speaking world. They have also collected in an appendix word-meaning equivalents for selected dictionary entries in French, Spanish, German, Danish and Swedish. Thus, *auding*, which is missing from the Shorter OED, can be effectively understood from *ecoute* in French, or *Aufnehmen* and *Verstehen gesprochener Sprache* in German. *Interpretation, fixation* and *semantic* are easier to recognize as the same across language frontiers. A bibliography of standard works on reading, chiefly American, from Hays in 1908 to Ralph Stalder's (1979) UNESCO publication, *Roads to Reading*, shows the provenance of many of the entries. Frank Smith, Ken Goodman and L. Vygotsky are linked with Bloomfield, Ogden and Richards, Kavanagh and Mattingly, John Lyons and others under "Books on Linguistics". British contributions are represented by John Downing, M. Vernon and UKRA volumes edited by John Merritt and Jesse Kell.

Reading studies owe most of their arcane vocabulary to medicine, especially the physiology of the eye, the ear and the speech organs and to psychology of the mind. The book's editors have made a good job of the arduous task of ordering the material and then you

are ready to look up *diadochokinesia*. The relationship of *hyperthyroidism* to reading is in the distractibility of the sufferer and is not specific to the business of becoming literate, as *hyperphoria* might be. *Play therapy* has an entry because it "provides insight into the nature of psychological problems". (Remember *Dibs*?) *Plan* is here a "psychological construct to explain goal-oriented behaviour in animals, as in learning to run a maze". Selections have been made by the editors; reporting fields chosen by the editors; library science rubs shoulders with literary analysis, so that *cloze drama* is in the same column as *cloze vowel* and *cloze procedure*. While *deus ex machina* sits between *determining letter* and *developmental age*. To read the dictionary is to engage in a strange voyeurism of what reading might become, a process where language mixes up the human sciences and transforms them - together with statistics and typography - into something that has little to do with the pleasure of a text. Look, then, at the crucial entries to see if what you think *reading, book* and *understanding* are matches the definitions of the International Reading Association.

It is perhaps indicative of the nature and scope of this dictionary that the first definition of a *reader* is "a book used for instruction in reading". Without the historical perspective of the OED the editors do not record its earliest use in this form - 1799 - nor the fact that a reader, in 1440, was an interpreter of dreams. Under *reading* we have an example of an editorial essay - a collocation of quotations from scholarly works, following Ruth Strang's wise observation that definitions of reading depend on the definition of reading - the task of learning to read. Thus the entry excludes notions of glossing and interpreting in musical and legal reading which would not usually be found in specialist literature on which the dictionary is founded. *Competence*, for example, is defined as "the ability to perform a given task adequately" but in all the phrases linked with "reading" we do not find "reading competence". Perhaps because the strictly definitional nature of reading is still hard-working editors who do not emphasize the collaboration of reader and author or reader and text. From among those whom the dic-

tionary is designed to help it is difficult to choose its ideal reader. Medical and literary specialists will have a more precise understanding of *hemiplegia* and *romance* than is given here, while teachers of reading who want to become acquainted with readability formulas, standardized tests and discourse analysis will have to look farther. There is a neat and useful distinction between *skim* and *scan*, and *teacher expectation* is described as "the mental set through which teachers filter their perceptions of individual student performance," precisely what I have done to the making of this dictionary.

Perhaps my temperate enthusiasm for a book of this kind indicates my expectation of reading and readers; there is no definition of reading pleasure and continuous reading, and no suggestion of collaborative reading as something that might engage teacher and pupils together. The dictionary gives away most of the secrets, but it still hides the answer to the vital one: what keeps readers reading?

Margaret Spencer

Paw man

The Monkey's Paw. By W W Jacobs. Boydell £4.25. 0 85115 216 3

Far more people could tell you the story of "The Monkey's Paw" than could tell you who wrote it. While its author has slipped into near-oblivion this simpler, much-anthologized tale of the supernatural, with its macabre granting of three wishes, has become a classic of the genre. Jacobs, a popular writer of the 1890s, wrote in various genres - here comic tales of farmers and seamen rub shoulders with stories of upper-class blackmail and murder - but in each case the reader is conscious of a story-teller, not a writer, at work. To enhance this feeling, a number of stories are "told" in the first person.

Jacobs is a neglected master, whose directness and brevity make him delightful to read. Boydell's publication of this collection, to add to the already published *Light Footprints*, is much to be welcomed.

Lynne Truss



This seventeenth century painting, probably of Moctezuma, is reproduced in *History of Mexican Archaeology: the vanished civilizations of Middle America* by Ignacio Bernal, now available in paperback (Thames and Hudson £4.50). Professor Bernal traces the archaeological detective story which has resulted in a body of knowledge about the Pre-Columbian peoples of Mexico.

Word search

Starter Red Dictionary a. Starter Blue Dictionary b. Starter Green Dictionary c. By Betty Root. Macdonald £2.95.

It is obvious that a great deal of thought has gone into this series of three dictionaries. They are both carefully structured and beautifully produced with clear colourful drawings.

The first, for children who are just beginning to read, takes as its subject matter those aspects of life more familiar to young children: my family, my house, in the park, for instance. Each subject has a large labelled drawing and small drawings of activities such as "what people do in the living room". In the park etc. There is also a word list.

Starter Blue Dictionary is very similar but the subject matter is less tied to children's direct experience. There is, for example, a vivid section on dinosaurs. There is also

an introduction which the children are obviously expected to read themselves (all the dictionaries have introductions for parents and teachers), and after each section a number of activities which encourage children to use the wordlists, to make their own dictionaries or to think about alphabetical listing. The *Starter Green Dictionary* is very similar but has a more sophisticated vocabulary.

These books represent a delightful way of increasing a child's vocabulary and most children will love exploring them. They demonstrate an interesting instinct for those subjects which are loved by the relevant age group. The first *Starter Dictionary* has a section on family relationships, for example, and the third on castles and all the fascinating vocabulary which goes with them, must for the school library. They are relatively inexpensive too.

Carolyn O'Grady

Pity the monster

Robert Lowell: A Biography. By Ian Hamilton. Faber and Faber £12.50 0 571 13045 3.

A "dishevelled, sturdy Lear, one buffeted and humble after the purgative climaxes, capable of making 'his exhaustion/light of the world'" - Robert Lowell described by Seamus Heaney at the London memorial address, October 1977. In Heaney's *Elegy* Lowell's life journeyed across "the ungovernable and dangerous", a course charted in detail by Ian Hamilton from rebellious childhood to precarious maturity.

Robert was born 1917 with a flawless New England pedigree. The nomadic naval household was eventually steered by "Mother's helmsman hand" to Boston, Robert to an episcopal boarding school. The menacing, belligerent schoolboy Cal (Caligula/Caliban) emerged as a "creative spirit" after a self-imposed regime of intense study and improvement.

He steamed into the literary world "abristle and untamed". "My only anchor was a suitcase, heavy with bad poetry." Stimulated and encouraged at Kenyon College and Yaddo writer's colony he conquered iambic verse, won the 1947 Pulitzer Prize and was acclaimed America's leading poet in the seventies. En route he embraced catholicism, and tangled with politics and three marriages: to Jean Stafford, Elizabeth Hardwick and Caroline Blackwood. The awaited death came at 60 in a taxi ferrying him

across the East River to Manhattan. Clothing these bare essentials Hamilton presents Lowell the manic depressive, desperately resisting the almost yearly cycle of "Talking like a machine gun with blazing eyes"; the struggle through "the old perverse dark maze" of padded cells, strait-jackets, locked wards, drugs and shock therapy. And afterwards, the "fragments of the true man" apologizing for being a "reincarnation of the Holy Ghost... homicidally hallucinated", recognizing that "the glory, violence and banality of such experience is corrupting" and trying to suppress the fear of "unspecified, unlimited pain".

"Telephone wires burned, letters flew... parties buzzed with what was happening to Cal", recalls Eileen Simpson (*Poets in Their Youth*). Hamilton is an excellent pilot through Lowell's turbulent storms, but in cataloguing the driftwood he casts only a cursory glance at the salvaged hull.

This is a black and white portrait of a once fabled "fire-breathing Catholic CO"; for M L Rosenthal an "infinitely demanding... engaging soul"; for Eileen Simpson, a face of "terrifying innocence", an "appealing gawkiness"; for Mailer "that slouch, that personification of ivy climbing a column". There are elements of humour - the poet's proposed married bliss "writing the world's masterpieces, swimming and washing dishes", the father at 40 discovering his "one moral plank, in an undiluted horror of babies, has crumbled... all values are standing on their ears" - but much sportive

artifice in the poems passes unremarked. Hamilton's analysis focuses on what Vereen Bell recently termed Lowell's "chronic and eventually systematic pessimism". "Yet poetry was both scourge and solace: 'I know I've gladdened a lifetime / knotting, undoing a fishnet of tarred rope'. Despite paralysing fears, Lowell fought his 'mind's / nomad quicksilver'; anything less was to remain 'frizzled, stale and small'. Like John Berryman he lamented dead friends - 'empty grows every bed' - but the frenzied activity that produced *Notebook 1967-68* was valued as a chance to "verse the marvellous varieties of the moment". Solace for both poet and reader is little investigated.

Those familiar with Lowell will however welcome Hamilton's meticulously researched facts elucidating, in Alvarez's words, the "extremist art" of personal confessional poetry; a broader-based critique would have been a bonus. Lowell's line "My mind holds you as I would have you live" partly characterizes Hamilton's approach. The aging Lowell anxiously asked Eileen Simpson about future biographers: "Would they get it all wrong?" Not wrong, just not quite Heaney's "master elegist / the welder of English"; but we do get Rosenthal's reckless poet who "wrote like a neurotic angel."

Kamini Knill

Robert Lowell: Nihilist as Hero, Harvard 1983 (£14.00, 0 674 77585 6).

Same but different

Ask the Children. By Nicola Madge and Meg Fassam. Batsford £5.95. 0 7134 1896 6.

Reshaping Remedial Education. By Geoff Sewell. Croom Helm £11.95. 0 7099 2348 1.

Placing Children in Special Education. Edited by Heller, Holtzman and Mesnick. National Academy Press £17.00. 0 309 0 3247 4.

"What does it really mean to be young and disabled? We decided to ask the children" is the opening to the Introduction to *Ask the Children*, an excellent book which, had the authors been in a different mood, might have been called "Do They Take Sugar Candy?". Certainly the youngsters interviewed came up with answers which, in the nature of things, are challenging enough to make us realize that it is we who are handicapped in our dealings with the disabled.

But where do these children fit in the education system? "Related to the likes and dislikes of present schools are wishes to be placed elsewhere. The children's opinions

demonstrate quite clearly that it was those in the special schools who were most likely to say they would prefer to attend a different school even though, as a group, they were most appreciative of their current placements) and that it was those at the most comprehensive who appeared to be the happiest to stay where they were." A brief review must beg many questions: the book does not, and the authors are to be congratulated in making their findings at once so readable, objective and so unselfish.

Reshaping Remedial Education is a well-researched study of an area of education with which, it could be argued, we have been playing to the best of our ability. Geoff Sewell poses some fundamental questions, not only about method, but also about need, physical, emotional and other contexts, purpose and equity within the system. Good strong stuff. Still largely thought of as a need that came to light among the (re)discoveries of the sixties, Sewell points out that it goes back to the twenties and earlier. His approach is eclectic, and Warnock, in particular, gives rise to some truly pertinent

comment and discussion. Indeed, it is the best critique of Warnock I have yet come across, and deserves the serious attention of HMI's and heads of schools, as well as teachers in general.

Placing Children in Special Education is an American salad, mixed, good in parts, and seasoned throughout with an unfamiliar alphabetical dressing - OCR, IEP, EMR, CPS, AAMD, IQ (very recognizable, this) CMV and WISC.

What is familiar, important, and needing to be read, is the chapter "Disproportion in Special Education", relating to overrepresentation in special education classes. What only recently started to put the questions here the Americans have been at it for years, and have discarded techniques we ourselves are only now beginning to devise. In a sad note, the authors conclude that the inherited and developed IQ system of measurement still stands unchallenged, though "the pursuit of alternatives is recommended".

Jos Benjamin

Tried and tested

Between the Lines. By Eleanor MacLean. Black Rose Books of Canada £6.95. 0 919619 12 6. Distributed in UK by Housmans Distribution Services, 3 Caledonian Road, London N1 9DX.

Someone (the author? her publisher?) has subtitled Eleanor MacLean's book *Between the Lines* "How to Detect Bias and Propaganda in the News and Everyday Life". Implying both that it is a practical manual - which it is - and that bias and propaganda can be pulled out of the news and everyday life, neither in this country nor in Canada where the book originated.

That, however, does not seem to

have occurred to Ms MacLean. Although she is much exercised by the need for objectivity, that very concept is wholly lacking in her nature. Good, unbiased, propagandist-free journalism to her is simply that which bolsters her own opinions and prejudices. She has a particular concern for the Third World, but also gets hot under the collar at the media's treatment of "the labour movement, environmental, solidarity, women's groups and many others". Hardly then the most unbiased of authors herself (nor even the most felicitous of writers).

Everything comes out in her crucifixion (hardly too strong a word) of a pretty unexceptional piece of writing about the civil war in Zimbabwe. Her analysis, far longer

than the original article, uncovers all manner of faults; unverifiable facts, implicit argument and racism among them, and even finds something sinister in the fact that the original photo-aptions were in "blood-red". Closer reading, however, again something much encouraged by Ms MacLean, leaves one with nothing so much as an impression of her own political naivety - an impression borne out by her suggestion that some very dubious material and extracts from an interview with Joshua Nkomo are somehow preferable as "truth". You can't have your cake and eat it.

Hugh David



"I know a charming lion who lives at St Pauls Cathedral" says Helen Long at the outset of her book *City of London Safari* (Abson Books £1.95). Above, St George, horse and dragon in St Lawrence Jewry, next door to the Guildhall.

Tinsel city

Moving Pictures: Memories of a Hollywood Prince. By Budd Schulberg. Souvenir Press £9.95. 0 285 62525 X.

As a writer (credits include *Sammy Goes South* and *On the Waterfront*), and as a born insider, his memories supplemented by his father's (a comfort to him after his downfall from the heights of Paramount), and by his own raffishness of earliest cinema - a raffish game played for low stakes and increasingly high wins - Budd Schulberg is able to

give us an account both literate and detached of his bizarre principality, a fairground world, lacquered together with cardboard and money. Detached (a saving grace), not merely because Schulberg was a child during the period recalled, but also because he suffered from an apparently incurable stutter and was thus doubly consigned to the silent observer's role. But the stammering boy was astute and retained forever his insights into studio life. Schulberg's family had followed the movies from the close Jewish immigrant quarters of New York to the unconstrained spaces of the West Coast, where the writ of the Anti-Trust laws found it hard to run, from an atmosphere of material

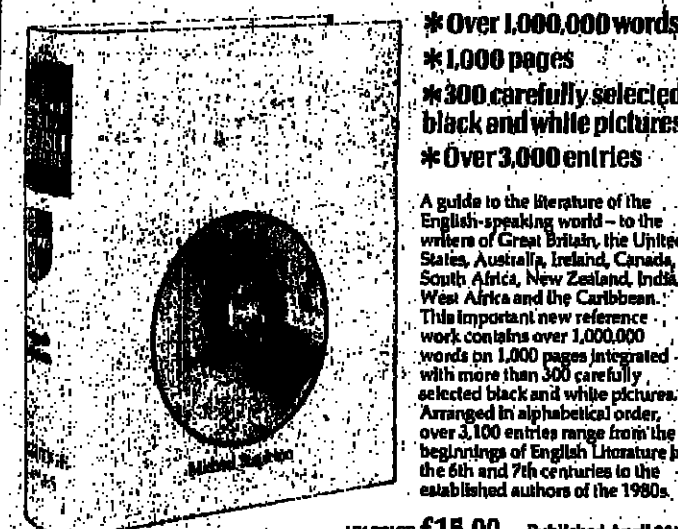
deprivation and spiritual fortitude, to one of excess wealth and spiritual aridity, the former turned east to the old world, the latter west. His mother's sharp mind was well-attuned to the power struggles that shook the rickety studio structures in this new world, but his able and easy-going father resented her wisdom in these matters. Meanwhile he was not immune to the temptations lurking under the studio lights, and so the Schulbergs became in their turn pickings for the gossip-columnists ever hovering near the swings and roundabouts.

Schulberg's book is a long one, and my interest flagged when he turned his back on the merry-go-rounds to recall his private boyhood concerns - tennis, pigeon-fancying, and so on - but I can easily forgive him recording this if it helped him to fix on paper this immediate and particular history of Hollywood life, of film-making, of Clara Bow, of Mary Pickford, Douglas Fairbanks, of Garbo, von Stroheim, Dietrich, of all the glove-makers and furriers who became moguls, thus exemplifying the American way of life in the colourful silent days.

Sue Lerman

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MEDIA

Best friend to the little children

by David Self

ETV
Gather Round
Gramplan Television for the ITV network
Mondays 10.45am in Anglia, Central, HTV, Thames, TVS, Tyne Tees, Ulster and Yorkshire areas; Tuesdays 9.45am repeated Thursdays 10.21 a.m. in Border, Grampian and Scottish areas

Compared with school radio, television has made little provision for religious education. Apart from occasional units of programmes in general series such as the BBC's *Scan* and a regional series made by Tyne Tees, the only real contribution has been from ATV (now Central) - *Believe It or Not* - which is firmly multi-faith in content and objective in presentation.

This year is being filled in part this term by a series for primary schools, *Gather Round*, made by Grampian TV, the Aberdeen-based company which provides programmes for north and east Scotland.

In Scotland, it was enthusiastically received by both pupils and teachers ("It gave the idea that RE could be enjoyed"). An English television executive described it as "putting the clock back years", while Granada and Television South West have decided not to transmit it.

Gather Round is Christian in content and confessional in approach. It is also rather good. True, the presenter, Frieda Morrison, is uncomfortably forced to her autotype in the early programmes and she has been given some very clumsy links. Occasionally she patronises her audience, but she also reads sincerely.

Each programme opens with a montage of film and children's art and a commentary made up of children reading their own observations on the particular theme. These sequences appear most effectively to young

viewers, though they might have been even more arresting if someone had recorded children talking, rather than reciting.

Each programme also includes a gospel story illustrated by colourful paintings and (apart from programme four) a modern story on the given theme.

These modern stories are acted out on film, on location, while the presenter narrates the action. The director (or possibly the editor) is to be congratulated on finding some very competent and natural young actors, including a boy who appears to be able to blush on cue. Linking the components of the programme is the "Gather Round Song", the one element which limits the series to its target age range of eight and nine-year-olds.

Teachers are provided with a wallet of useful notes and follow-up material, and Sassenachs need not fear an excess of Scottishness. The only directly Scottish reference is to a school janitor. Viewers in the south may rest assured that viewers in Glasgow will be equally bemused by the idea that a janitor is a good example of a helpful friend.

Grampian has found a good format. It would be nice to think they will go on to make a new series with a more open approach, since it is not every British school where it will be relevant to conclude a programme with an injunction from the screen that "Jesus is the very best friend of all". Few would quibble with an injunction from the screen that "Jesus is the very best friend of all". Few would quibble with a programme that ended, "Christians believe that Jesus is the very best friend of all".

Grampian's regional winning quotes one teacher as having given it up because "the Bible story was not dominant enough", and another as having stopped viewing because she felt that to illustrate RE with modern stories was unacceptable.

Opera comes home

by Hilary Finch

VIDEO
The Tales of Hoffmann, La Bohème
Covenant Garden Video Productions Ltd. Distributed through Thorn EMI Video

Opera in general, and the Royal Opera House in particular, remains - nearly 400 years on - the most opera ever written - inaccessible for far too many young people. But the role of one-time-honoured obstacle may well be fast on the way to modification.

The debate as to whether the music or the words should have primacy is the raison d'être of Richard Strauss' opera *Capriccio*, and is an argument as old as the form itself. Whatever the facts about seat prices and social stigma, the point of true resistance comes when the spectator is totally at sea in trying to grasp word with music, and apprehends their fusion in the work as a whole.

Opera specially produced, even specially written, for the close focus of television has helped. Covenant Garden's recently released videotapes go more than one step further.

The *Tales of Hoffmann* in John Schlesinger's production with Plácido Domingo in the title role is one of the Royal Opera's most spectacular shows, yet in its very episodic nature, possibly one of the most baffling for any young opera goer. But in this version, not only does Sir John Gielgud's inter-act commentary make splendidly clear what is going on in the fantasy world of Hoffmann, but the ability to follow the French and English simul-

aneously in the narrow columns of the accompanying libretto provides an immediacy of comprehension far beyond either sub-titling or listening with a score. With sensitive teletext, the ability to stop and retrack, to assimilate and digest is, of course, invaluable.

Brian Large's direction for video is masterly. A sense of distance from the opera as live performance is kept by a camera whose eye-watches the curtain calls and the conductor's bow, and which also gives a wide overall view as from a good centre dress circle seat.

The camera is not too restless: it focuses the ear as well as the eye, concentrating on the vignettes as well as the sweep of Schlesinger's multi-peopled, multi-levelled stage, focusing on the musical and physical detail of, for instance, Garinot Evans' outstanding Dr Coppélius.

The advent of television and video opera has played a large part in the sharpening of detail in every singer-actor's performance. Gone are the days of the diva: every facial tic, every movement must be convincingly in character and in period, with no loss of dramatic potential.

This comes over strongly in *La Bohème* (with Jeanette Corder and Neil Shicoff), in which Brian Large's direction is closely tuned to the Puccini's and John Copley's skill in building up, in the first scene, to the entrance of Mimì.

The next opera to be released on video are: *Tel-el-Ghena*, *Manon*, *Sempe de Dalia*, *La Fanciulla del West*, *Falstaff* and *Manon Lescaut*. There can be no better preparation for the real thing.



Dr Miriam Stoppard

Healthy bodies

by Marion Glastonbury

CONTINUING EDUCATION

Under Pressure
BBC Radio 4, From May 19, 11 pm
Well Woman
BBC Radio 4 VHF, Sundays, 5.30 pm

Action Makes the Heart Grow Stronger
BBC Radio 4 VHF, Mondays, 11 pm

"You say sharply to yourself in a Barbara Woodhouse sort of way 'STOP!' and, as you do that, you breathe out and then you breathe in, and then, as you breathe out slowly, you relax your shoulders..."

These hints on how to cope in a psychological emergency came from the Relaxation for Living Trust, and the sceptic's inclination to scoff should be instantly quelled by recent evidence of lives damaged by stress and then further jeopardized by the realities of drugs and drink swallowed in attempts to alleviate it.

Under Pressure concentrates on the occupational hazards of professional people and businessmen, rather than the wear and tear of the production line, high rise flat, night shift and drole queues. Nevertheless it provides a valuable guide to exercise therapies, autogenic training, bio-feedback and relaxation massage. Beginners are advised to find a caring teacher and supportive group: not available on the NHS, to the regret of the psychiatrist who evaluates the techniques.

Dr Glass was unimpressed by the £2,000 isolation tank installed by Luton Town Football Club to soothe the players: "probably no better than a nice hot bath", he thought. However, a point in its favour was that the immersion of Paul Helyear, the programme's presenter and guinea-pig, gave listeners a brief respite from his relentless, perky, brief. The same note of promotional pep is struck by the ubiquitous Dr Miriam Stoppard, whose inaugural discussion of menstruation in *Well Woman* dwelt (at what seemed to me excessive length) on the hell endured by husbands and children from the behavioural influence of "lovely Mum".

Some indignation as well as interest may be aroused by her approach to fertility, in the second

broadcast. She implicitly endorses the Pill without ever explaining how it works. She has strong views on the spacing of babies - hang your heads, anyone with kids born less than two years apart - and deprecates the desire of some parents to determine the sex of their offspring.

Yet despite her own avowedly "old-fashioned" preference for taking pot-luck in the obstetric stakes, Dr Stoppard passes on some tips that could be worth a try, and very fascinating they are too. Have the royals who so often contrive to produce heirs and heiresses in the conventionally approved order, been douching with weak solutions of, respectively, sodium bicarbonate and vinegar?

An experiment in which the whole population could usefully be urged to take part concerns the prevention of coronary heart disease by modifications in our way of life. Some specialists are now urging that regular blood-pressure tests should be incorporated into the school medical service, and it is increasingly clear that the degenerative processes which are the biggest single cause of premature death, and which cost the NHS about £250 million a year, are already under way in adolescence.

Dr Maryann Davis begins his helpful analysis of "this rather dreadful subject" in *Action Makes the Heart Grow Stronger* with descriptions of heart attacks from widows and survivors, followed by a lucid account of what happens inside and why.

Population studies indicate that the risk of coronary illness tends to be greater in particular areas, notably Scotland, Northern Ireland and South Wales. Questions to passers-by in London and Cardiff elicited some knowledge of contributory factors: too much salt and alcohol; weight and worry; too little exercise. Margarine manufacturers have certainly succeeded in giving cholesterol a bad name.

But most of the people interviewed were fatalistic and, significantly, smoking was scarcely mentioned. Yet the heart of the average smoker has to beat an extra 10,000 times a day simply to maintain his habit, and one in four smokers will die as a result of cigarettes.

In trouble with dad

by Frances Farrer

CHILDREN'S TELEVISION
This
BBC, Friday, May 13, 5.10pm

One of the oldest clichés in psychology must be that if a child steals, he or she is trying to get attention. 14-year-old Tony Major, the hero of today's play for children, fits into this theory perfectly. He takes two CB radios because he's inattentive at school; he's unpopular with teachers; he has no friends. And the reason for all this is that he wants his dad to love him; but his dad criticises him all the time instead.

Poor Tony is saddled not only with a heavily muscled dad and prissy mum, but also with a faden script. "Try and be a man", remarks the dad, at the sight of tears. None of the adults

has much of a line in conversation. "But that's life, huh", they might philosophize. "The more it matters, the more it hurts."

All of which is the more annoying because, clichéd as the central theory may be, it is still worth another look. Issues such as kids being unhappy, parents alternating pressure with neglect, lack of sensitivity and support, are all perennially important.

But still, although Tony's dad is a fool, the tale has a positive ending. The wonderfully humane magistrates, sending the child's unhappiness, de-lays sentencing him until she has a social worker's report. The sensible, clumsy social worker discovers immediately what the situation is, and sensibly recommends a supervision order and a lot more effort from dad, who miraculously determines to change his ways. In the last shot, dad

BRIEFINGS

radio & tv

For schools

1... 2... 3... Gal (Monday, 12 Tuesday, 9.30 ITV)

This week, two programmes for children in their first year at school. On Monday, "Money" shows the children selling and buying chocolate and Sam spending his money to make a scarecrow. On Tuesday, Punch learns how to tell the time, especially ten time!

Gather Round (Monday, 10.45 AM)
New, Christian teaching series for Grampian with home, family and loving relationships as the theme. Eight and nine-year-olds.

Réalités Françaises (Tuesday, 12 Friday, 10.35 ITV)

A level students can meet Sir Rozès, a French judge, to learn his attitude to justice. Newsnight videotaping this series is essential. A Place to Live (Wednesday, 13 Friday, 9.55 ITV)

"Cabbage White" presents a new eight life cycle of a common butterfly.

Near and Far (Wednesday, 13 BBC1)

How do people survive in a desert? Ten to twelve-year-olds cover the importance of clothing, nomadic life style.

Cook and Speak (Thursday, 14 Friday, 11.35 VHF)

For lower secondary pupils and second language is English. "What you eat it?" aims to stimulate interest in special foods eaten in a specific way.

Why don't you get a proper job? (Thursday, 11.35 VHF)

Programmes about decision, citizenship and responsibilities, for interviews with young people, 16 to 19-year-olds.

Making a Living (Thursday, 13 BBC1)

Do you need maths to work in computer technology? Over 100 centres training young people with qualifications.

Exploring Society (Thursday, 14 Friday, 10.35 BBC2)

Looks at the impact of agriculture development in different towns and villages in the Punjab.

General Interest
Union World (Sunday, 12.00 BBC1)

A new series for trade unionists includes a report on the March for jobs.

A Convent Education (Thursday, 17.10 BBC2)

Continuing the course of *Convent* and *Planning in the Convent* day in the life of a convent school.

On target

How one school pulled itself out of the quagmire. By Susan Thomas

Fund raising on a professional scale is becoming increasingly common in the state sector. Schools that once thought themselves lucky to raise goodwill and £2,000 from PTA dances and jumble sales, vociferously explaining all the time that they were not in the business of usurping L.E.A.'s responsibilities, are now pulling in anything from £30,000 to £50,000 a year and spending it on basic equipment, textbooks and sports apparatus.

This article is not about the conflicting ideologies involved but a study of the way in which one school "waterlogged and in danger of sinking through inadequate provision", as the headmaster explained, raised £32,000 last year and intends to keep the money coming in.

Perin's School in Hampshire was founded in 1898, became an 11-16 comprehensive community school in 1973, and maintains a steady roll of around 800 or, in fund raising terms, about 500 families.

Situated midway between Alton, Winchester and Petersfield, it is a desirable country town - first class commuter country with Georgian houses, antique shops, watercourses and a few country cottages. It is small enough for everyone to know what's happening, and Perin's is the only school.

When Brian Bellamy took up the headship in 1976 he was concerned about deteriorating provision in the school. There was already a thriving parents' association, the PSA (Perin's School Association), successfully raising money and promoting home/school relationships. On average it was raising £2,000-3,000 a year and it continued to do so. But the school needed more.

In spite of the moral dilemma implicit in funding state education - and this was significantly more of a problem for staff than for parents, - Bellamy and the parents decided to look at serious fund raising.

In September 1980, the school's parlous financial situation was made clear to the parents at a "Living with the Cuts" presentation evening when one of the governors, also a county councillor, spelled out the L.E.A.'s financial policy.

A motion was passed by parents and staff that the school should try to raise a lot of money. Mr Bellamy was requested to research the methods, and report back to a small group of governors, members of the PSA and Friends of the School.

Inspired by an article in *The Times* he contacted three professional fund raising organizations and finally settled on Craigmyle and Co.

Eight trustees were appointed, including the head, the president of the

PSA (a doctor and governor), a solicitor, an insurance broker, a local bank manager, two other parents, and a member of staff who became treasurer. The trustees borrowed around £1,500 from PSA funds - £1,140 to pay for Craigmyle's advisory service and the remainder to cover printing and postal costs.

The trustees chose covenancing as the principal mode of fund raising. Initially they considered raising a lump sum, investing it and spending the income, but on reflection decided that the parents would be happier if they used the money immediately.

They selected a target (£20,000) and the first objectives - a fully equipped computer studies room, musical instruments, a minibus, improved library facilities, sports equipment, and help with educational journeys.

All this took a year of planning, with considerable help from Craigmyle. In September 1981 they went public, registering as an educational charity.

Letters explaining the aims and objectives of the appeal were sent to every parent, friend and local business, as well as to a number of local and national trusts. They held six meetings to explain the fund raising process, and gave out a mass of information about covenancing, deposited loan covenants, bankers order payments for people not paying income tax, and the opportunity for businesses to charge the gross value of covenanted contributions against their profits with advantage to corporation tax.

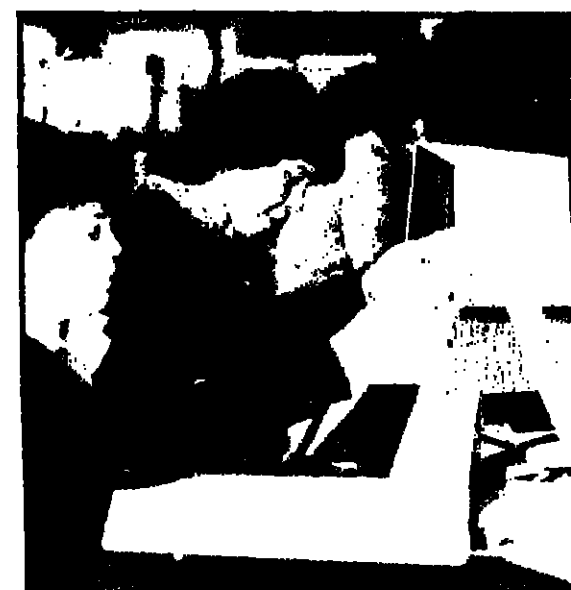
"The thought of getting 43p in the £1 back from the government really appealed to our audience," says Mr Bellamy.

In the end about one in five of those approached supported the Appeal. The goal was reached in April 1982, and the fund is now in excess of £32,000. "This includes money promised, as well as that money received," Mr Bellamy emphasizes, but already the computer room is in operation.

"We bought 10 BBC computers, 10 VDU's, and tape recorders, textbooks and furniture. The L.E.A. gave £800 towards the adaptation of the room, and the fund gave the other £1,200." The drama department has money to hire professional performers, the needlework department for new sewing machines, and £1,200 has gone towards updating the business studies department.

The staff are delighted: "Even those who had reservations in the beginning," says the Head. And, as it is the trustees' hope to put a micro into every department which would like one, everyone stands to gain.

Gwen Hayward joined the school



Left: an extra computer room - micros, VDU's, cassettes and text books; right: updating the Business Studies department with electric typewriters and word processor.



last September as head of commerce. "I was horrified at the state of the equipment. I put in a plea for some new typewriters, and was absolutely floored to get £2,000," (£800 from the L.E.A.).

The success of the Appeal and the bounty it has brought has proved a morale booster for the school and a source of interest to the town. So far, parents have responded marvellously and there has been contributions from national and local trusts.

Clearly Perin's School Appeal is highly successful. What were the difficult points, I wondered. Walter Pridoux, parent, and chairman of the Appeal, has been involved from the start. "Deciding the size of the group which is going to meet the fund raising organization... vital to keep it small," he says.

"Then all those fund raising organizations offer different levels and types of service, from discreet letter writing to sending someone to knock on every door. You have to decide whether you want to shame people into paying up or to generate goodwill. We chose the latter course."

"It's important that you present the parents with clear-cut, substantial and desirable objectives. The computer room was ideal because everybody is computer-minded at the moment."

It had been decided early on that parents would not support an appeal to renovate L.E.A. buildings, but would provide expensive items important for their children's education. It's a fine distinction, but evidently one which the parents of Alfordford understand. "You must have sufficient ready cash to start out," says Mr Pridoux, "and a really good treasurer who can look after the extensive paperwork and present the books to the Charity Commission in an acceptable state."

"Then again we feel that the supporters need to be assured of the confidentiality of the scheme - only our treasurer knows which parents have covenanted and how much."

P for pageants, pet shows and publicity

by Carolyn O'Grady

One of the most useful guides to fund raising - regardless of one's political persuasion - is the Liberal Party's publication, *The A to Z of Fund*



Do not be too ambitious. Plan the events to match your capabilities.

Raising. Though obviously intended as a guide to members, its methods can be freely generalized and very few of the tips and activities could not be applied in school fund-raising.

It contains descriptions and tips on how to organize events ranging from antique fairs to the selling of Xmas cards and between covers such subjects as pet shows, publicity, balloon races, empty bottles, donations, entertainment, sponsorship schemes, and wine and cheese parties.

Included is a section on fairs, garden parties and bazaars which gives advice on how to make such events successful, and lists stalls, side-shows, races and competitions, many of which will have thought of and many of which you won't.

There is also an indispensable *Aide Memoire* for the organizers. "Sponsored events" is a very comprehensive section including examples



Always ensure people are properly thanked. Whether they give money or help to raise it.

of sponsorship forms and a list of points from a Royal Society for the Prevention of Accidents leaflet on the subject, which is relevant to young sponsors and walkers. Appendix B is a reading list.

The book is a lively read and illustrated with cartoons. It costs £1.75 and is available from the Liberal Party Organization, Whitehall Place, SW1.

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RAISE FUNDS
with prestige, style
and individuality

We will produce for your school/establishment your own individual Christmas Card, using your pupils or own children design, produced as a full colour 4 page card (including white envelopes, delivery to you and VAT) for between 7p and 8p each according to the quantity that you order.
Minimum quantity 2,000 cards

- Prestige for your school and young artists
- Individually for your school
- If each card is sold, can show a profit
- Invoices to be paid 14 days after the delivery of your order - to enable you to collect your sales money before making any financial outlay.

To enable us to deliver the finished cards to you in early September, so that you have maximum selling time before your competitors and to give as many schools an opportunity to take up this offer (there is a limit to how many schools can be accommodated). Production will have to start at the end of June, therefore priority will have to be given to first applications. Write for full details NOW to:

EM Designs, 84 Pound Road, East Peckham, Kent TN12 8B.

why not have a go
- what can you lose?

DEVON
Please see displayed advertisement on page 68. (03555) 130010

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EDUCATION COMMITTEE
ST. MARGARET WARD R.C.
(A) HIGH SCHOOL
Tunstall, Stoke on Trent B5 6LZ
Requires for September, 1983 or January 1984
HEADTEACHER (Group 8)
for this co-educational comprehensive school catering for appropriate ages 11 - 18. Applications are invited from suitably qualified Roman Catholics, practising Roman Catholics.
Application forms and full particulars are available from the Chief Education Officer (Staffing), County Education Office, Tipton (S.A.E.). Completed applications to: ST1

viewed from suitably qualified persons and experienced Roman Catholics, and applications in forms and further details are available from the Chief Education Officer (Staffing), County Education Office, Tipperary Street, Stafford Stile (S.A.E.). Completed applications should be returned to the very rev. Canon J.J. McKeown, Rector, St. Joseph's Church, High Street, Goldenhill, Stoke on Trent, ST6 5RD not later than 20th Jan 1983.

Special notice is also given to note that it is the County Council's view that it is desirable for their employees to

JURREY
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N ALLOWANCE £248 p.a.
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SHIP
/ MIDDLE SCHOOL
this Group 5 Middle School for
appointment from Autumn Term
thereafter.

For details available from County
Council, County Hall, Kingston-upon-
Thames, returned not later than 27th May,

and Comprehensive
Commence January 1984.

g (T) Section,
Department,
ll, Taunton TA1 4DY.
May, 1983.
ence KA1.

TEACHER

January, 1984.

ANT

landscap s.a.e. for
n and further details to
for Officer P.O. Box

SEX

SECONDARY HEADSHIPS

WEST SUSSEX
MILLERS SCHOOL
 Despatch Road, Brighton, W. Sussex BN1 3 5TH
 Group 10, 11-16 years
 Vacancies: September 1983/January 1984. Deputy Head, experienced, enthusiastic, responsible, to share in all aspects of school management. The successful candidate will be responsible for the co-ordination of the school and will be a member of the senior staff. Salary: £10,500-11,000

Deputy Headships

Second Masters/Mistresses

BROMLEY
LONDON BOROUGH OF
THE WASHINGTON SCHOOL
 Despatch Road, Brighton, W. Sussex BN1 3 5TH
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CAMBRIDGESHIRE

HUNTINGDON AREA
DEPUTY HEAD
 Group 13
HINCHINBROOK
 Huntingdon, Cambs
 (Voluntary controlled mixed 1800 - 300 in Sixth
 Headmaster: P.J. Downes
 M.A.
 Required for January 1984 or September 1984. A well qualified and experienced teacher to share in all aspects of school management. The successful candidate will be responsible for the co-ordination of the school and will be a member of the senior staff. Salary: £10,500-11,000

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ESSEX

URSULINE CONVENT HIGH SCHOOL
 1800 160: Sixth Form 200
 Voluntary Aided
 School
 Queens Road, Brentwood
 Essex
 Tel: 0277 887186
 Headmaster: J. J. Downes
 M.A.
 Required for January 1984 or September 1984. A well qualified and experienced teacher to share in all aspects of school management. The successful candidate will be responsible for the co-ordination of the school and will be a member of the senior staff. Salary: £10,500-11,000

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 Essex
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WIRRAL

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GLoucestershire

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 Despatch Road, Brighton, W. Sussex BN1 3 5TH
 Group 10, 11-16 years
 Vacancies: September 1983/January 1984. Deputy Head, experienced, enthusiastic, responsible, to share in all aspects of school management. The successful candidate will be responsible for the co-ordination of the school and will be a member of the senior staff. Salary: £10,500-11,000

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 Voluntary Aided
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 Essex
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 M.A.
 Required for January 1984 or September 1984. A well qualified and experienced teacher to share in all aspects of school management. The successful candidate will be responsible for the co-ordination of the school and will be a member of the senior staff. Salary: £10,500-11,000

Deputy Headships

Second Masters/Mistresses

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LONDON BOROUGH OF
THE WASHINGTON SCHOOL
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 Group 10, 11-16 years
 Vacancies: September 1983/January 1984. Deputy Head, experienced, enthusiastic, responsible, to share in all aspects of school management. The successful candidate will be responsible for the co-ordination of the school and will be a member of the senior staff. Salary: £10,500-11,000

Opportunities with Nottinghamshire

Unless otherwise stated the following posts are required for the Autumn Term, 1983. Application forms/further details are available from the Head Teacher of the school concerned on receipt of a stamped addressed envelope. Closing date: 23rd May, 1983 unless otherwise indicates.

Secondary

Scale 4 - Head of Science

ALDERMAN WHITE SCHOOL
 Chilwell Lane, Bramcote, Nottingham NG9 3DU
 Headmaster: W. Daniels. MSc: 1970 (1-18), designated 11-18
 Teacher as Head of Science Faculty. Candidates should be teachers of Physics and Chemistry who have the necessary experience and qualities to lead a successful Science Faculty.
 Full details available (a.s.p.) from the Headmaster at the School.

Scale 1 - English/Boys' Physical Education

ARNOLD HILLS SCHOOL
 Gedling Road, Arnold, Nottingham NG8 8NZ
 Headmaster: D. Armstrong. BA. MSc: 1900 (1-18)
 Well qualified teacher of English with some Boys' Physical Education.

Scale 1 - English/Integrated Studies

NORTH BORDER COMPREHENSIVE SCHOOL
 Whitnash Road, Brocton, Doncaster, DN11 8EF
 Acting Head Teacher: Mrs. R. Thrall. MSc: 1948 (11-18)
 Teacher as Head of English in years 1 to 6 and Integrated Studies in years 1 and 2. Ability to offer Drama an advantage.

Scale 1 - French

GREENWOODALE COMPREHENSIVE SCHOOL
 Smeaton Road, Nottingham NG2 4GL
 Headmaster: G. Naylor. MSc: 1908 (11-18)
 Presently introducing new courses in years 1 and 2.

Scale 1 - French/R.E. (Temporary)

CARDINAL HINSLY R.C. (AIDED) SCHOOL
 Grange Road, Newark, Notts. NG24 4PN
 Headmaster: P. G. McCann. MSc: 1905 (1-18)
 For September, temporary teacher of French and Religious Education required until 31st August, 1983.

Scale 1 - Geography

JOSEPH W. HAWKER COMPREHENSIVE SCHOOL
 Warrington Lane, Rainworth, Mansfield, Notts. NG21 1DQ
 Headmaster: W. E. Price. B.Sc., Dip. Ed. MSc: 1968 (11-18)
 Graduate teacher of Geography able to teach up to 'A' level. Please state second language spoken. Good facilities in single sex school.

Scale 1 - Geography

MANOR COMPREHENSIVE SCHOOL
 Park Hall Road, Mansfield Woodhouse, Notts. NG19 2DA
 Headmaster: D. R. Giddens. BA. MSc: 1900 (1-18)
 Graduate teacher of Geography to join well established and successful department. Ability to offer some Mathematics an advantage.

Scale 1 - German/French

CARLTON LE WILLOWS SCHOOL
 Wood Lane, Gedding, Nottingham NG4 4AA
 Headmaster: E. G. Gower. MSc: 1900 (1-18)
 Graduate teacher of German. Ability to offer French an advantage. Excellent department with good facilities. Opportunities for exchanges and foreign visits.

Scale 1 - Girls' Physical Education

RUSHCLIFFE COMPREHENSIVE SCHOOL
 Boundary Road, West Bridgford, Nottingham NG2 7BW
 Headmaster: P. G. Chambers. B.Sc. MSc: 1900 (11-18)
 Teacher of Girls' Physical Education to join department of six. Extensive sports facilities in school and Leisure Centre.

Scale 1 - Home Economics

ARNOLD HILLS SCHOOL
 Gedding Road, Arnold, Nottingham NG8 8NZ
 Headmaster: W. E. Price. B.Sc., Dip. Ed. MSc: 1908 (11-18)
 Enthusiastic teacher of Home Economics. Applicants will have a primary commitment to the subject, but should also offer both Cookery and Child Care in a developing department.

Scale 1 - Mathematics (Temporary)

DUKES COMPREHENSIVE SCHOOL
 Whitnash Lane, New Olton, Newark, Notts. NG22 9TD
 Headmaster: R. W. Sowden. B.Sc. MSc: 1904 (11-18)
 Well qualified, experienced and vigorous teacher of Mathematics as second in department. Dukeries is becoming a Community College and is part of a Nottinghamshire D.E.S. collaborative project to provide for the needs of the community. S.P.A. pupils.

Scale 1 - Physics

RUSHCLIFFE COMPREHENSIVE SCHOOL
 Boundary Road, West Bridgford, Nottingham NG2 7BW
 Headmaster: P. G. Chambers. B.Sc. MSc: 1900 (11-18)
 Graduate teacher of Physics (A level) to teach throughout the school, including 'A' level. In highly successful department. Combined Science and Control Technology also available.

Scale 1 - Chemistry/Biology

LILLY AND STONE SCHOOL
 London Road, Newark-on-Trent, Notts. NG24 1TT
 Headmaster: M. L. L. Thompson. BA. MSc: 1900 (11-18)
 Teacher of Chemistry to teach to 'O' level and possibly 'A' level. Candidates should be able to offer Biology to C.S.E. standard.

Scale 1 or 2 - Craft, Design and Technology

THOMAS MAGNUS UPPER SCHOOL
 Elphinstone, Newark, Notts. NG24 4AB
 Headmaster: J. B. Smith. BA. MSc: 1900 (11-18)
 Well qualified teacher of Craft, Design and Technology to have particular responsibility for Technical Graphics. Scale 2 post could be available to suitably experienced candidate.

Scale 1 - Chemistry/Biology

LILLY AND STONE SCHOOL
 London Road, Newark-on-Trent, Notts. NG24 1TT
 Headmaster: M. L. L. Thompson. BA. MSc: 1900 (11-18)
 Teacher of Chemistry to teach to 'O' level and possibly 'A' level. Candidates should be able to offer Biology to C.S.E. standard.

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 Headmaster: M. L. L. Thompson. BA. MSc: 1900 (11-18)
 Teacher of Chemistry to teach to 'O' level and possibly 'A' level. Candidates should be able to offer Biology to C.S.E. standard.

Scale 1 - English

GROVE COMPREHENSIVE SCHOOL
 London Road, New Balderton, Newark, Notts. NG21 3AL
 Headmaster: D. B. Smith. BA. MSc: 1900 (11-18)
 Teacher of English to join well established and successful department. Teaching will cover all abilities and could include 'A' level work.

Scale 1 - English

GROVE COMPREHENSIVE SCHOOL
 London Road, New Balderton, Newark, Notts. NG21 3AL
 Headmaster: D. B. Smith. BA. MSc: 1900 (11-18)
 Teacher of English to join well established and successful department. Teaching will cover all abilities and could include 'A' level work.

Scale 1 - English

GROVE COMPREHENSIVE SCHOOL
 London Road, New Balderton, Newark, Notts. NG21 3AL
 Headmaster: D. B. Smith. BA. MSc: 1900 (11-18)
 Teacher of English to join well established and successful department. Teaching will cover all abilities and could include 'A' level work.

Scale 2 Posts and above

Scale 4 - Head of Science

ALDERMAN WHITE SCHOOL
 Chilwell Lane, Bramcote, Nottingham NG9 3DU
 Headmaster: W. Daniels. MSc: 1970 (1-18), designated 11-18
 Teacher as Head of Science Faculty. Candidates should be teachers of Physics and Chemistry who have the necessary experience and qualities to lead a successful Science Faculty.
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 Headmaster: D. R. Giddens. BA. MSc: 1900 (1-18)
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CARLTON LE WILLOWS SCHOOL
 Wood Lane, Gedding, Nottingham NG4 4AA
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 Headmaster: W. E. Price. B.Sc., Dip. Ed. MSc: 1908 (11-18)
 Enthusiastic teacher of Home Economics. Applicants will have a primary commitment to the subject, but should also offer both Cookery and Child Care in a developing department.

Scale 1 - Mathematics (Temporary)

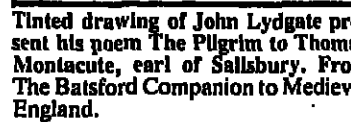
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Why no Y-fronts?

Philip Venning

1. 7.

Sottio



entries that is unwieldy (on close inspection, *Romance* does turn out to warrant six lines in the piece on Language and Literature) and has necessitated the exclusion of so much else.

Joan of Arc? But she was French! Yes, the title means precisely what it says and, in my view, the *Companion's* most serious limitation is this restrictive insularity. One must accept with a shrug the author's obvious relish for technical terms relating to church history, land ownership and systems of taxation (fine, amercement, corrody, merchandise, advowson, mortmain, seisin, escheator, they all have individual

"My intention," writes Mr. Saul, "has been to produce a reference book to which a non-specialist, though not just a non-specialist, may turn with profit and pleasure." This attempt to be all things to all people is reflected as much in the book's unusual tone as in its content. On one page, in the brief bibliographical references at the end of the longer entries, we are referred to an article in some all-but-unobtainable scholarly journal; on another page we learn, in words both journalistic and misleading, that "the fifteenth century certainly produced no Brahms to follow Beethoven."

Yet it would be wrong to do nothing but pick holes. Mr Saul is a friendly and usually reliable guide; and on the whole he is adept at simplification and compression. His robust entries seem largely to be written at a level helpful to A level students, and such is the nature of reference books that anyone who browses in the *Companion* for five minutes is bound to be surprised by something new.

One last grouse: Batsford have done their author no service and themselves no credit with the book's production. It is printed on superior lavatory paper with a fair degree of see-through, its pictures are all lumped together and it is unacceptably expensive. Charles Williams said that "The thought of the Middle Ages was not limited, but perhaps its vocabulary was." Mr. Saul's enterprise, I discover, suffered from the same serious gap between intention and execution.

Kevin Crossley-Holland

Form

(and even more, a practising schoolmaster may add, of our historical examining)". He was consequently at pains to compile his dictionary in a way which assumed that attention

1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 26

ly from the need to summarize and to avoid the ephemeral. But there is a sense in which the present reality of living in Europe depends more upon particular events and the political disputes than upon long-term constitutional arrangements. This is a useful, if expensive, reference book for anyone who wants brief, self-contained treatment of the institutional parts without being too much concerned with the whole and where it may or may not be going.

Carl Slevin

Colin Ward

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If you were seeking an objective and trustworthy guide to political creeds, you would probably select one by a commentator on the political scene rather than one by, say, Mr. T. B. S. or Mr. B. Of course if either gentleman's beliefs coincide exactly with your own, then you might well favour his work, but that is another matter. When you turn to a guide to Christian beliefs you are unlikely to have such a choice: only the committed seem to write books on this subject.

Of course this is not particularly important when the reference book is a biblical atlas or dictionary. Where it does matter is in a book such as *The Lion Handbook of Christian Belief* (note the simplistic singular) which contrives to be simultaneously enticing and aggravating.

It is first a seductively attractive book, illustrated throughout in full colour with plenty of short, appetizing articles and simple charts; but at the same time it is annoying in its intellectual dishonesty. This is a book which tries to show that the stories of the virgin birth of Jesus are true because "attempts to demonstrate them to be fictitious have been unsuccessful" and because it is "fitting and probable that his birth was unique". It goes on to "prove" the resurrection of Jesus by setting out the "evidence" which "must be true because the eyewitness accounts contradicted each other

and because "honest witnesses never tell precisely the same story". The publisher's blurb claims that the book's standpoint is "orthodox". It is certainly not Orthodox: the churches traditions of the eastern churches are reduced to one anecdote and an article which fills only three quarters of one of the book's 480 pages. Roman Catholics fare a little better (five references in the index) and are even occasionally commended for showing signs of returning to the fold of Bible Christianity and for forsaking such terrible things as a developing tradition.

There are in fact several charitable references to viewpoints other than those of its writers, but this is still a narrowly-based evangelical statement and not a particularly honest one at that. It hedges its bets as to whether the Genesis story of creation in six days is literally true and uses words like "plausible" to describe Darwin. Even so it will broaden the smiles on the faces of those for whom doubt and debate form little part of their faith.

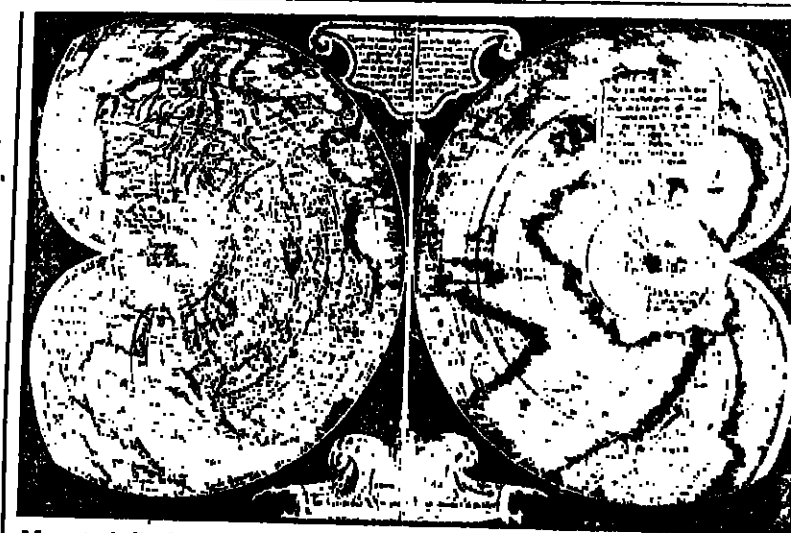
A *Treasury of Biblical Quotations* will, I suspect, please a very different market. It is simply a dictionary of quotations which have been selected "to show the range, beauty and expressiveness of the language of the Bible"; that is, of the Authorized Version. Presumably it is a gift book for those who enjoy declaiming the bits which sound good.

Very much more useful is *Who? What? Where? in the Bible*, originally published as "A Bible Reference Book for Schools and Colleges". One can see why the publishers favour the new title but the original would still stand. It is an easy-to-use, easy-to-read dictionary of biblical proper names from Aaron to Zion, with additional entries on topics such as miracles, parables and plagues. The account of the creation is clearly labelled as a use of myth and symbolism "to state in sublime language the Jewish belief that the entry of the resurrection" "fully points out the many questions raised by the stories, separating his-

torical truth from religious significance. This is a book which should be accessible to all those studying the Bible from O level upwards. Though it does include five line maps, most students will probably need also to refer to a biblical atlas at some time. *Hammond's Atlas of the Bible Lands* must be a strong contender in this crowded field. Unlike the Oxford atlases, it is an atlas pure and simple and not an archaeological guide to the Holy Land. However it does include some photographs and besides the traditional maps of ancient Canaan, the Empire of David and Solomon and Paul's Journeys, it offers rainfall and temperature maps, battle plans, street maps of Babylon and Rome, and a modern map showing oil pipelines, disputed areas such as the West Bank and UN buffer zones.

Finally, another book with its feet splendidly on the ground. Nicholas Turner's *Handbook for Biblical Studies* is for those, like its author, who find they are capable of forgetting three times in a few days the meaning of a word like "eschatology". While it is likely to appeal especially to the "panic-stricken first year theology student" and the clergyman who "finds his learning melting into the haze under the pressure of 'jumble sales'", it will also be very useful to heads of RE departments and advisers who wish to survive or impress at religious conferences. It does not include words which appear in the Bible (they have been "exhaustively covered again and again") but provides a glossary of theological terms, some of which are "hideous, grotesque and should never have been invented". It also includes such very useful things as a two-page simple chronology of the Bible and an even more useful half-page super-simple chronology. It concludes with a "Prayer for the Church" and a "Prayer for the World". "I don't really know," says the author, "but I really know... Alleluia, alleluia!"

David Self



Mercurator's Projection, a map done in 1538 which names the Americas for the first time - an illustration from Maps by Michael and Susan Southworth (Hutchinson £27.00. 0 8212 1503) which "seeks to broaden our concept of what a map can be" through analyzing and illustrating more than 200 creative approaches to mapping problems.

Kingdom come

Monarchs, Rulers, Dynasties and Kingdoms of the World. Compiled by R. F. Tapsell. Thames and Hudson £18.00. 0 500 25085 5.

In vain historians protest that their subject is not, as our parents conceived, a matter of lists and dates of kings and queens. For here's a book to prove, with incredible scholarship, that it is just that. The first part is an alphabetical guide to territories and their dynasties and the second, larger, part consists, precisely of lists of rulers and their dates, over 13,000 of them, from 3,000 BC to the present day. And far from being Eurocentric, the author tells us of kingdoms in Asia, Africa and Oceania that we never knew existed.

There is no simple and tidy way to set out the Rurikid rulers of the eleventh to thirteenth centuries under the territories they ruled. When an important prince died there was often a complete reshuffle of princes.

The one non-monarchical list included, for the reader's convenience, is that of presidents of the US. Hunt must have presented a problem for him: includes the nineteenth century self-appointed emperors but not the current hereditary presidents.

Mr Tapsell takes no stance in relation to his material. He simply notes that since recorded history began the great majority of civilized peoples have lived under the rule of monarchs, but that in the present century monarchy has disappeared "with a speed surely unequalled by any other vanishing human institution". He notes that the world's population lives under the rule of monarchs, but today less than one per cent have kings or queens with any real power.

Colin Ward

Anthology of beliefs

Sacred Texts of the World. A Universal Anthology. Edited by Ninian Smart and Richard Hecht. Macmillan £14.95. 0 00 434 368 9. Creative Mythology £4.95. Primitive Mythology. Oriental Mythology. Occidental Mythology. By Joseph Campbell. Penguin Books £3.95 each.

The name of Ninian Smart is sufficient guarantee of the usefulness and scholarly character of this collection of sacred texts which he has brought together in association with Richard Hecht. The two editors have produced a set of readings designed to represent the religions of the world, in all their scope and variety. But how is such vaulting ambition to be realized in 400 pages?

At the centre are the two core religious traditions: first Abraham's three quarrelling children, Judaism, Christianity and Islam; and second, the Indian traditions: Hinduism, Buddhism, Jainism, and (somewhat separate) Sikhism. Then there is a third: "tradition", perhaps more united by geographical continuity, the organic connections, Confucianism, Taoism, and Shinto. But after that we run into real problems of selection: in the remaining sections which deal with "The Powerful Dead", meaning mainly religions of the Ancient Near East, "Small Religions", and "Secular World Views".

This last awkward squad are inevitably composed of rag, tag, and bobtail. The section on the Ancient Near East begins with a group of "Zoroastrian narratives" drawn from Zoroaster and Ancient Mesopotamia, Theodora's Theogony, and a

Mayan creation myth. There follows a "doctrinal" section, including Akenaten's great hymn to Aten, with its striking resemblances to Psalm 104, a Zoroastrian text on judgment, part of the Timaean on the Creation and the Aztec speculation on the origin of man. After that come the "ritual" texts, from the same group of traditions, and a section called "Institutional Expression" which rather surprisingly includes Virgil's "Messianic" Eclogue. The final selections under "The Powerful Dead" deal with the experiential side of religion and its ethical approach. The six-fold sequence of sacred narrative, doctrine, ritual, institutional expression, experience and ethical dimension is followed through in all the principal sections of the whole volume.

This noble six-fold path is equally strained when deployed against small-scale religious traditions, new religions and secular world views. The small scale religions are mainly of African, Polynesian and Amerindian provenance. As for "new religions" they are pure bran tub: bits of the Moonies, Christian Science, Mormon and Bahai scriptures, some thoughts of Sri Aurobindo and (the only lively bit) a piece about the Zulu prophet Isiah Shembe. The classics are pretty unreadable, especially the Mormon parody of the AV which only shows that unreadability and error: Jacobean are no bar world views are represented by the Gettysburg address, the Communist Manifesto, a bit of Marx, Richard Jefferies' *The Story of My Heart* and the Preamble of the UN Charter. Well, order has to be imposed somehow and the six-fold classifica-

tion holds up reasonably well for the major world religions. Thus Judaism starts with sacred narratives about Creation and Re-Creation (Isaiah 42:43), the Covenant with Abraham, the youth, death of Moses and the Exodus, the exile as portrayed in Psalm 137, and the promise of a Messianic Kingdom of Isaiah II. Ritual is represented by the Sabbath, Sacrifice and Passover, institutions by priesthood, the law and the holy people, experience by the revelation of Sinai, certain prophetic visions and selections from wisdom literature, and ethics by the commandments and pieces from Leviticus and Proverbs.

This descriptive catalogue simply outlines the broad contents and organization of the anthology. I would think it very useful for sixth formers, and departments of religious studies, as well as for general reference. It is attractively printed, with useful introductions which are usually more interesting than the texts. Indeed, the texts themselves are sometimes excruciatingly boring, especially when done up in most rhetoric. They engender the thought that sacred texts need their contexts in ritual activity and piety, and preferably art.

These for whom piety is no weariness to the flesh have ample scope for education in the set of four republished paperback volumes by Joseph Campbell. Scholarly texts through varied territory: the Holy Grail, Arthur, Tristan, not to mention Thomas Mann and Jung. It will be especially appreciated in America.

David Martin

EXTRA

Draughtsman's contact

Encyclopaedia of Drawing. By Clive Ashwin. Batsford £14.95. 0 7134 01338.

Despite its rather old-fashioned, confused looking dust-jacket, and the fact that the author's biography on the dust-jacket puts 24 letters after his name (perhaps a social rather than an intellectual misjudgment), this is an admirable book about drawing. Clive Ashwin, in addition to his initial honours, is Assistant Dean of Art and Design at Middlesex Polytechnic - and a contributor to this paper, amongst many others. He has clearly had a good deal of educational experience, and he writes in a style which is happily neither pretentious nor obfuscatory. Although there are about a hundred different terms, arranged in alphabetical order, *Encyclopaedia* is hardly the appropriate word for a book of this size and scope, which is pleasantly discursive, could be read as a continuous whole, and contains none of the bibliographical apparatus which one would have been led to expect by the title. "Handbook" might have been a better word.

Many of the entries are of absorb-

ing interest. That on children's drawings, for instance, is full of useful information, and contains three especially interesting illustrations, one from Karl Ludwig Franke's *Methodische Anleitung für den Unterricht im Zeichnen*, which gives a frightening impression of the kind of geometric drilling, which, for so many years, was imposed on children as an introduction to the pleasures of drawing; the other two, a contrasting pair of views of a tree-lined avenue, as seen by a Mexican child, the other by Hobbema. There is an illuminating (though rather short) piece on computer graphics, and a most comprehensive treatment of subjects such as architectural drawing, Doodling, caricature and fashion drawing. The illustrations are delightfully uncluttered, and a constant source of pleasure.

At a time when, throughout the world of art, there is a reaction against the self-indulgent aberrations of abstraction and other similar forms of expression, this book will prove an invaluable companion for those anxious to savour the more disciplined delights of draughtsmanship.

Bernard Denvir

Step-by-step

The Concise Oxford Dictionary of Ballet. (Second Edition). By Horst Koepfer. Oxford University Press £15.00. 0 19 311523 2. £5.95. 311330 9.

Horst Koepfer is West Germany's best known dance critic, at home in English as much as German, and therefore read regularly in numerous dance journals on both sides of the Atlantic. The first edition of his *Concise Oxford Dictionary* rapidly established itself as a rival to G. B. L. Wilson's famous pioneering *Dictionary of Ballet* and this second edition, so much more up-to-date and completely revised, will complete the process. The unusually restrained blurb claims "5000 entries on every aspect of ballet over the past 400 years". I see no reason to doubt either the claim or the quality of the revision. Checking entries where I know there were errors in the original edition, I find them corrected and entries which would have needed up-dating suitably up-dated.

including the Gulbenkian Report, *Dance Education and Training (1980)* I suppose a few errors are inevitable. The last director of the Royal Ballet's Ballet for All group, for example, was Adrian Grater, not the group's ballet-master Oliver Symons.

My principal criticism, therefore, lies not with the entries but with the title. I suppose the word "Ballet" sells better than "Dance", but if one is going to claim "the most comprehensive one-volume reference book... devoted to ballet", this presumably excludes modern dance. It doesn't, of course, because to leave out Martha Graham, Merce Cunningham, Twyla Tharp, Paul Taylor and the rest would be plain stupid. So why not call it what it is, *A Dictionary of Theatre Dance*? We are past the time now when ballet was the only recognized theatre style. Ballet is what it always has been, a special form of the most wonderful human activity called dance.

Peter Brinson

Musical score

Depth and breadth are particularly difficult to achieve in a pocket dictionary. The Collins Pocket Dictionary of Music (Collins £2.95. 0 00 434 368 9) contains over 6,500 articles and aims to cover everything: composers, instruments, compositions, technical terms, musical forms, performance, periods, critics, musicologists, orchestras, opera companies and instrument-makers - ancient and modern. While it is admirably comprehensive in most of these categories, there are a few surprising omissions from the field of performers. Every composer of music reference books will have their own ideas for Outstanding Performers of the Year/Decade/Century, but one would surely expect to find, among prominent instrumentalists of the 1970s and 1980s, names like Kyung Wha Chung and Cécile Ousset. Calling the net further back in time, pianists like Emil Gilels and Shura Cherkassky are conspicuous by their absence, as are the legendary Lili Pons and Gail Curci.

Not surprisingly, it is less detailed in some categories than the larger and more expensive (paperback) *Concise Oxford Dictionary of Music*. The latter, for example, gives more biographical detail on Mozart, and also lists more works by Köchel number and date than does the Collins volume. That said, the Collins essays on the major composers are lucid and concise, incorporating as they do salient biographical details, an assessment of achievements, and a list of most important compositions.

There can be no doubt that the Collins dictionary is a very good value for money. It is thoroughly up to date, but also devotes careful attention to the Renaissance period. Even an enthusiastic ignoramus would be able to cope, as it gives an appendix on the most basic musical signs and symbols and is fully cross-referenced. Moreover, music examples are used to illustrate entries on technical terms.

Caroline Mendham

1983 Yearbook of Astronomy edited by Patrick Moore (Sidgwick and Jackson £7.95 and £4.95) combines the usual monthly information with articles about the latest research. This time it looks at quasars, the faintest celestial objects ever observed, and the problem of rotation of the planet

Universal

The Dictionary of Space Technology. By Joseph A. Angelo Jr. Photographic Atlas of the Planets. By G. A. Briggs and F. W. Taylor. Cambridge University Press £12.50. The Space Shuttle Operator's Manual. By K. Joels and G. Kennedy. Papermac £5.95. Whitney's Star Finder. By Charles A. Whitney. Michael Joseph £5.95.

These four books are of very different types. *Space Technology* is, as its name suggests, purely a dictionary. The author, Dr Joseph Angelo, is well qualified to write such a book, since he has himself been involved in the space programmes. What he has attempted to do is to present a dictionary which is clear enough to be of use to the relative beginner, and yet detailed enough to be of equal use to the well-informed student. In both aims, he has succeeded remarkably well. The text is clear and concise, and the line drawings are very adequate without being in the least ostentatious. There is a tremendous amount of accurate, up-to-date information, and this is definitely a book which I will keep on my shelf, handy for reference. It was published in June 1982, which means, inevitably, that a few sections need updating; but this is not a serious problem, and no doubt future editions will follow. Highly recommended.

The Cambridge *Photographic Atlas of the Planets* is excellently produced, and the price of £12.50 is low by modern standards. The sections cover, in turn, Mercury, Venus, the Earth and the Moon, the Jovian system and the Saturnian system. No fault can be found with the reproduction of the plates, both coloured and black-and-white, though in some of the maps the lettering is so small that one needs a magnifying-glass to read it. The selection of pictures is quite adequate, though in general the captions do not add much information, and it would have been much more useful to add lists and positions of named features on, say, the satellites of Saturn. The text is not above criticism. There are some slips (on the very first page we read that Pluto was discovered in 1920, not 1930), and the nine-page Introduction, setting out the main points to be covered later in the book, is rather heavy going. Moreover, the text is printed throughout in an unjustified type, which is admittedly a modern trend, but in my view tends to give an overall amateurish look. The book would benefit from an overhaul of some parts of the text, and it would also help to link in the separate photographs with the main maps of the various bodies. However, this is not to imply that the book is anything but good value.

The *Space Shuttle Operator's Manual* is described as giving "step-by-step guidance - as provided for NASA flight operators - to launch you into space. Once in orbit you can operate the Shuttle's many complex systems, carry out its missions, and deal with any technical and medical emergencies that may arise". Frankly I opened the book with a feeling of apprehension; such claims have been made before, not once but many times. However, on this occasion I was pleasantly surprised. The plans of the Shuttle are well laid out, and are remarkably clear. Details of the mission procedures are given in detail - even to the times when things go wrong (as with the actual Shuttle, to date, they often have).

It is not easy to see the age-group for which the book is intended, but certainly any intelligent 14-year-old will be able to follow it throughout, and will certainly have a great deal of fun with it - as will space-minded adults. All in all, this is an original and interesting production which ought to sell well. Many hours of work must have gone into its production. I am rather less enthusiastic about Whitney's *Star Finder*, not because

there is anything definitely wrong with it, but because it does not provide anything new. There is a brief elementary text (which could have been more carefully checked; on page 64 Arcturus is described as a yellow star, and there is a reference to "cc Capricornus" as being the brightest star in Capricornus - whereas in fact the genitive "Capricorni" should have been used, and in any case cc in Capricornus is less bright than 6 in the same constellation). There is also a very dangerous piece of advice on page 21. The author writes that he found Venus in the morning just before dawn, and later swept for it with binoculars, judging its location against the branches of a tree. In fact, sweeping around with binoculars with the Sun above the horizon is to court disaster. Sooner or later a tragic accident will occur, and the procedure should on no account be recommended.

There is a "star finder" at the back of the book which is simply a double-sided planisphere, quite sound in general but rather inconveniently small. I would much prefer one of the larger and bolder planispheres which can easily be obtained. Moreover, Whitney's text contains almost no star maps, though there are several blank or half-blank pages which could have been put to good use.

Patrick Moore

Introducing... the word and the world

Introducing children to atlases and dictionaries can be daunting and off-putting. Nelson avoids this problem by providing attractive texts which are also sound and easy to use.

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Nelson

Lilies of the field

Plants of the Bible. By M. Zohary. Cambridge University Press £9.50. 0 521 24926 0.

A series of ancient texts like those in the Bible are inevitable sources for all kinds of studies including botany. Research on biblical plants besides being a purely scientific matter attracts attention for religious reasons and as part of modern Israel's exploration of its ancient roots. The Bible mentions 110 plants and careful attention to botanical details coupled with textual and linguistic studies has allowed identification of most of them.

English translations of the Bible are notoriously inaccurate with many trees attributed to the Holy Land which have never grown there. Study though has produced better sense of many familiar verses - carob for John the Baptist's locusts; identifications for the burning bush (sennar), the lilies of the field (crown anemone) and other changes (the rose of Sharon as a lily). Zohary's book is endlessly fascinating, splendidly organized, furnished with all the necessary background (climatic, pedological, etc.) and colour photographs on every page.

Ian Caruana

A DICTIONARY OF THE OLDER SCOTTISH TONGUE

from the twelfth century to the end of the seventeenth century. Edited by Sir William A. Craigie (1925-55), A. J. Aitken (1955-), James A. C. Stevenson (1973-).

AUP has taken over responsibility for publication and distribution of this Dictionary from the University of Chicago Press. Parts XXX and XXXI are now available. These two Parts complete Volume Five (Parts XXVII-XXXI). All previously published Parts and Volumes available through AUP.

THE SCOTTISH NATIONAL DICTIONARY

from the eighteenth century to the present day. Edited by William Grant (1925-46), David D. Murlson (1946-76).

AUP now markets and distributes the SND for the Scottish National Dictionary Association. Completed in 1976, the Dictionary is published in ten Volumes.

Further information from:

ABERDEEN UNIVERSITY PRESS
Farmers Hall, Aberdeen, Scotland AB9 2XT Tel 0224 630724

EXTRA

Umweltschutzexperte

Langenscheidt's Condensed Muret-Sanders German Dictionary (German-English). Edited by Heinz Mesinger. Hodder and Stoughton £34.95, 0 340 33071 6.

Harrap's Concise German and English Dictionary. Edited by Robin Sawers. Harrap £6.95, 0 245 53869 0. Collins Pocket German Dictionary. Edited by Veronika Schnorr, Ute Nicol and Peter Terrell. Collins £3.50, 0 00 433202 4.

The Condensed Muret-Sanders single-volume German-English dictionary, although based on the well-established Langenscheidt *Encyclopaedic Dictionary* in two volumes, is much more than a shortened version of the larger work. It does, in fact, contain a sizeable amount of new material in its 140,000 entries. As the preface explains, the dictionary has been made as up-to-date as possible and includes a whole new area of contemporary vocabulary ranging from modern scientific terminology to the language of the "T-shirt generation". Neologisms like "Umweltschutzexperte", "Einsiegsdroge" and "nachrüsten" are all there, while "Simbabwe" has a place in the list of geographical names. Roun has also been found for many regional and dialect forms such as "Steppke", "Stint" and "Stippe" (although the Austrian usage of "Schale" for "Tasse" is not listed), as well as for colloquialisms like "scheissfreudlich" and "stink-vornehm". East German forms such as "Staatsratsvorsitzende" and "Volkskammer" have not been neglected either.

The different styles of type and general layout, which follows the three-column division of each page adopted in the *Encyclopaedic Dictionary*, make the work extremely easy to use. A comprehensive appendix provides useful information on such diverse matters as German irregular verbs, abbreviations, biographical names, weights and measures, proof reader's marks and a novel inclusion not found in the parent dictionary - mathematical symbols. This is undoubtedly the best single-volume German-English dictionary currently available and it should find a particularly warm welcome among professional users of the German language.

Harrap's Concise German and English Dictionary aims at filling a gap between the numerous small pocket dictionaries now available and medium-sized volumes like the Collins German Dictionary published in 1980. Over 95,000 headwords are covered and emphasis has been placed on providing adequate illustrative examples and on differentiating between usages. Full grammatical information is also included, and the general layout is admirable. Since the editor has contrived to incorporate contemporary usage, archaic and literary forms are excluded except where they have become set phrases or are used humorously. Highly specialized words and phrases have also been omitted, but a considerable amount of technological vocabulary has been incorporated in order to keep abreast of modern developments. Thus "microprocessor" and "printer" are to be found, but not, strangely enough, "microchip". Another odd omission is the adjective "binary" (German "binär").

especially as expressions like "binary number" and "binary code" are commonplace nowadays. A number of the more common East German words and phrases such as "Volks-polizei" and "volkseigener Betrieb" are included as well as some Austrian and other regional forms. A special feature of the German English section is the use of the "combining form" entry which has been adopted from the old Harrap *Standard German-English Dictionary*. This illustrates through examples how a verbal prefix or the first component of a set of compound nouns or adjectives is translated and results in a considerable saving of space. The volume is sufficiently compact to fit comfortably into a briefcase and will be found particularly useful by students and travellers.

Collins Pocket German Dictionary contains over 40,000 words and phrases and includes, in addition, sections on German grammar and pronunciation together with tables of irregular verbs and lists of common abbreviations, countries, nationalities and languages. There is also a section on the time, dates and numbers. Constraints of space naturally limit the number of illustrative examples listed and the explanation of German syntax is necessarily over-simplified, especially where rules of inversion are concerned. Nevertheless this work provides a useful tool for anyone just beginning to learn German or for the traveller who requires a really compact up-to-date dictionary of German and English.

Derrick Barlow

Falsos amigos

Companion Spanish-English Dictionary. Pan books £1.95, 0 330 26650 0. Collins Pocket Spanish Dictionary. Collins £3.50, 0 00 433204 0.

Dictionaries have been harder hit by inflation than most books, and it is no surprise to find two major publishers competing at the lower end of the market with these new publications. Both aim for portability, and Pan have dedicated their dictionary to travellers and students; functional in size, shape and price, its classroom and suitcase shelf-life will not match that of the sturdy-bound Collins.

However, Collins needs a bigger pocket, both for portage and purchase. Admirers of their excellent full-size Spanish dictionary will be disappointed that the new baby is not a scaled down Collins Smith but a built-up "Gem". This percentage shows in the rather cautious, conservative selection of headwords, without knowing exactly why, I caught more than a whiff of the dated style of mid-Franco Spanish

This may imply that the dictionary is weak on the colloquial language. In fact Pan is too, and compilers of mini-dictionaries can scarcely be expected to supply long lists of quickly-outdated slang words. But if these are required, Pan is a better bet. Conversely, the "service manual" section on pronunciation and grammar is more helpful and readable in Collins - and this dictionary makes a feature of distinguishing between British and American English, which will be of assistance to potential users whose native tongue is Spanish. But neither gives much assistance to Latin-American usage, nor on the pitfalls of archaisms (*haber* and *mea* defined as "but" appear in both) and those famous "falsos amigos".

Spanish and English are too rich in lexis and idiom to lend themselves willingly to the compact dictionary format. But, given that popular publications are necessary, the criterion will be value for money - and so I rate Pan the better buyer.

Hugh Whittaker

Bon mots

N'ayez pas peur de vous tromper, vous trouverez les solutions à la fin du livre. Harrap's Dictionnaire de 2000 Mots (£2.50, 0 245 53934 4) is designed for French-speakers who are learning English, either alone or in class. Grammatical difficulties are ironed out, and exercises are appended.

Routledge have just brought out two more Pocket Dictionaries: Dutch, compiled by Ferdinand G. Renier, (£3.95, 0 7100 93527) and Russian, compiled by W. Harrison and Svetlana Le Fleming. (£4.50, 0 7100 98007). Within the space of 560 pages each, they represent handy alternatives to their larger competitors.

J. T. Price's The Oxford Dictionary of Modern Greek (£9.50, 0 19 864137 0) fills a gap in that department: designed primarily for the English-speaking user, it will also be helpful to Greek speakers who want to improve their English.

"Break down" - destroy? fail to work? lose control of oneself? - occasions one of the simplest examples of the considerable usefulness of The Longman Dictionary of Phrasal Verbs by Rosemary Courtney (£6.95, 0 582 55330 2). Subtitled The Learner's Guide to Two-word Verbs, it defines each verb concisely and clearly, with examples of how it is used and the subjects and objects that are used with it. It also notes related nouns and adjectives (*breakdown, broken-down*), and includes verbal idioms.

Making The Most of Your Easy English Dictionary by Michael Winter (Harrap, £1.00) is designed to help students both alone at home and in the classroom to use all the information at their disposal in the *Easy English Dictionary*. It offers exercises to help readers check up on their spelling and grammar, to improve their pronunciation, to build words from affixes, and to increase their mastery of colloquial

Hey presto!

Adrienne's latest venture into rapid language learning, *Italian In No Time* (Hutchinson £4.95, 0 09 15800 1) follows the pattern of her previous ones on *Der Gimmick* and *French In No Time*.

If a wide colloquial vocabulary is what you need, this book could be the answer. It covers most aspects of the language: tenses, participles, reflexive verbs, etc., and aims to provide the student with enough vocabulary to cope with modern life as a tourist, businessman or whatever.

A point in favour of this learn-in-a-hurry method is the fact that vocabulary is assimilated in groups, so that words are learned by association. It uses plenty of brief sentences for translation to ensure that a word of rule has been learned thoroughly.

On the other hand, for anyone contemplating a solo voyage through the book, one drawback is the absence of a pronunciation guide. If you were beginning from scratch, for instance, you would not necessarily know that "ch" is pronounced as a "k". The book is, in fact, intended for use by a class with an instructor.

The most obvious advantage of this method is that the student feels he/she is making progress very "presto" indeed.

Caroline Mendham

et tu, Brute!

Bergschrund, heri-berl, bersagliere - et tu, Brute!, etude, cynom. - et exter. Alan Bliss's excellent *Dictionary of Foreign Words and Phrases in Current English* has just been republished in paperback (RKP £4.95), and represents easily the best bargain in this proliferating field. Bliss begins with a scholarly but not daunting historical introduction, complete with long and careful definitions of "foreign" and "current", and then proceeds to offer over 5,000 terms but informative definitions of words and phrases the general reader might expect to encounter. Once you have used it, you'll feel lost without it.

Michael Church

EXTRA

Heads, bodies and legs

Everyday Guide to Family Health. By Suzanne Leech. Faber & Faber £5.95, 0 571 11933 6. You and Your Body. By David Keable-Elliott. Hamish Hamilton £5.95, 0 241 10922 1.

What Everyone Should Know About Drugs. By Kenneth Leech. Sheldon Press £6.50 and £2.50. A Handbook of Psychoactive Medicines. By Terence Duquesne and Julian Reeves. Quartet Books £7.95, 0 7043 3393 7. Coloring Atlas of Human Anatomy. By Edwin Chlin Jr and Marvin M. Shawbury. Harcourt Brace Jovanovich £5.80, 0 15 511800 5. A Colour Atlas of Foot and Ankle Anatomy. By R. M. H. McMillan, R. T. Hutchings and B. M. Logan. Wolfe Medical Publications £12.00, 0 7234 0782 7.

The recent information explosion about medical matters, exercises therapies and how to look after yourself manuals has still not reached everyone: to meet this need the *Everyday Guide to Family Health* has crossed the Atlantic from its American home. This comprehensive encyclopedia, a large format paperback, preserves its American accent as its English publishers have not changed it in any way: entries for polio, typhoid, tetanus and black widow spiders indicate that expense has been spared in bringing it over.

Thematically it concentrates on the young family, so problems of children's growth and development, and mishaps on the way, are dwelt on at length. American emphasis on behavioural questions in children's development - entries on aggression, boasting, mental aptitude and sharing, among many others - will help to fill a gap left by other health guides and will be useful to many parents.

Many of the illustrations, however, serve no useful purpose except to break up the text. References to the colour plates scattered throughout the text are also redundant since there are none: an enquiry to the nonplussed London editor produced the answer "What references? What plates?" Presumably they stayed at home.

You and Your Body is a guide for those aged 10 to 16 written by an English doctor. Candour and lack of pomposity are the book's strong points - the author does not preach, even about sex, and there is a wide-ranging discussion about sex, contraception, STDs and other matters of central importance to a young teenager's life. The subjects covered include skin care, diet, drugs and medicine, relationships and personality problems and illness. Older readers may wish that they had had access to a book written with such down-to-earth simplicity in their day.

Drug taking by young people is always good newspaper copy - and thus dispassionate fact and evidence is often the loser - a point made much of by Kenneth Leech in *What Everyone Should Know About Drugs*. He worries at the reasons for drug abuse, discussing the types of

drugs made use of and their effects, and identifies those most at risk. He also gives advice for people trying to help addicts and other drug takers to kick the habit. There is a strong sense of the author's emotional involvement in the problems of drug takers, and this sometimes smudges the clarity of the discussion.

Considerably more information is available from *A Handbook of Psychoactive Medicines*, with its alphabetical formulary of drugs and critical essays on amphetamines, antidepressants, barbiturates, narcotics, psychodelics and tranquilizers, their manufacture, prescription, use and effects. Directories, glossaries, identification of tablets and capsules, brandnames, complete this volume, which is packed with far more information than most people will ever need - an invaluable book for doctors, nurses and other health and social workers, as well as for the informed lay reader.

The *Coloring Atlas of Human Anatomy*, as its spelling suggests, an American book of simplified and labelled anatomical drawings for the student to colour-in. This may be a helpful learning technique for some people, but the detail given is more than required for O level, and the A level student may be insulted by the idea.

Students of advanced anatomy who need to know all about feet will require the *Colour Atlas of Foot and Ankle Anatomy* - this book of superb photographs of dissection and osteology has no rival.

Colin Crewdson

All in the game

The Sports Health Handbook. By N. Harris, J. Lovesay and C. Oram. World's Work £6.95, 437 06551 0.

The *Sports Health Handbook* is a light, easy-to-read, comprehensive guide of assorted topics which the sportsman, or woman, frequently needs and often has to search different sources to extract the relevant information. The authors have collated this information to produce a book which contains advice and knowledge for all fitness enthusiasts. There are hints, tips, anecdotes, conventional and unconventional views expressed on a multitude of topics, all put together in an alphabetical sequence with exhaustive cross-references. The style is almost conversational and, though the book bounds with entertaining descriptions, serious matters are dealt with sympathetically and in terms the layman can understand. Diagrams and illustrations provide valuable back-up to the text, especially the cut-out diagram which makes skinfold calipers which should prove adequate for all but the most scientific purposes.

It seems contradictory but some

fitness enthusiasts are also hypochondriacs, and any sports health directory runs the risk of becoming the sports hypochondriac's handbook. In this case the authors stress that there is not a self-treatment book and indeed it is written with such commonsense that any ailing athlete would seek expert advice of his own volition. Sound commonsense, too, is the essence of the Emergency Section, a contribution from Dr J. G. P. Williams, the book's consultant. Tucked away at the back, this very important section should not be overlooked.

The Principles of Rugby Football. By John Dawes. George Allen & Unwin £9.95, 0 04 796067 1.

Centenaries may come and go, but the Welsh Rugby Union celebrations also produced a significant development for the game by holding an International Conference for Coaches and Referees. This book is based on the papers given at that conference by the world's foremost coaches and referees, resulting in probably the most advanced book on all aspects of rugby. The philo-

sophies and techniques of coaching and refereeing are so blended as to encourage understanding between the two influential agents affecting the spirit of the game today. Also evident when studying the many principles laid down is the amount of commitment required from players. Perhaps arising out of such commitment are two controversial areas - violence and amateurism. Air Vice Marshall Larry Lamb competently tackles the problem of violence. It may be a measure of the anathema between any form of professionalism and the rugby unions that amateurism is not examined fully by any contributor; though, in fairness, as Ray Williams points out, it is the function of the International Rugby Football Board to define the rules on amateurism.

The *Principles of Rugby Football* is not a book for the beginner, nor will it offer much comfort to the Extra B XV player of coarse rugby circles. It is, however, a book which will prove invaluable to all who coach, referee and play seriously, and have the ambition to reach the higher echelons of the game.

Paul Wapshott

On the road

The Penguin International Travel Handbook. By Peter and Magda Hall. Penguin £2.95, 0 14 046 317 8. The Traveller's Handbook. Edited by Ingrid Cranfield. Putnam £5.95, 0 7088 2280 0.

Two similar titles but two very different books, appealing to very different kind of reader. The *Penguin International Travel Handbook* is a claim to be for the "ordinary" traveller, the average tourist who travels only in order to arrive at a destination where the journey is an end in itself, rather than a means to an end. The particular emphasis of the book, therefore, is on preparedness. Beginning with a section on

subjects, like choosing the right travel companion, and coping with sexual harassment. The more intrepid traveller may find interesting the section on violence and espionage. A chapter entitled "Making Capital (afterwards)" discusses selling travel photography and freelance travel writing, and an extensive reference section completes the book with a worldwide directory of services and lists of information sources in any part of the globe.

Many of the articles are excellent pieces of travel journalism that make interesting and entertaining reading, and considerably broaden the geographical and intellectual scope. This is one travel guide I would highly recommend.

Penny Turnbull



Cool, edited by Gene Sculatti, is "A Hipster's Directory". "It may not be cool to read about cool, but to act cool, dress cool, talk cool, and know cool you need this book unless you're too hip to be true". . . above, Clint Eastwood shows his badge of cool in *Dirty Harry*.

Pedal power

The Complete Cycle Sport Guide. By P. Konopka. EP Publishing £6.95, 0 7158 0798 6.

Cyclists in Britain are very often regarded as a traffic hazard. On the continent, however, cycling is a major sport which requires harmony between man and machine. Peter Konopka, a German doctor specializing in sports medicine and himself a racing cyclist, has written a veritable "workshop manual" for the racing cycle and the human machine. He reveals the secrets of sport cycling and draws on a vast fund of knowledge to produce an extremely readable work which will become an essential reference book

for both the novice and the experienced racing cyclist. A specialist's book it may be, but because it is so enjoyable to read it deserves a wider audience. It can be recommended to all those interested in sport and human performance, especially those who wish to understand the physiological aspects of training. Particularly impressive is the way such a mass of information is presented with great clarity, and the concise text is augmented by excellent diagrams and illustrations so that every facet of the sport is fully explained, whether it be the advanced mechanics of the racing cycle or the intricacies of a performance diet.

PW

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TEI

SECONDARY ENGLISH

BERKSHIRE
SLOUGH & ETON C.E.
 Slough, Bucks. SL5 8JH
 Headmaster: Mr. J. A. D. Jones
 Required for September 1983
 Scale 1-18 Comprehensive
 Application forms and further details from the Headmaster, Slough, Bucks. SL5 8JH. Tel: 0494 511111. 132422

BRADFORD
CITY OF BRADFORD
 METROPOLITAN COUNCIL
 BRADFORD SCHOOL
 At this 12-18 co-educational school of 750 pupils, a well qualified English teacher is required for the 10-11 examination and to contribute to the school's English Studies. The post is temporary for one term only and a scale 2 may be available for a suitable qualified and experienced teacher. Willingness and ability to contribute to the school's activities will be essential. Further details and application forms may be obtained from the Headmaster, Bradford School, Bradford, West Yorkshire. Tel: 01274 511111. 132422

BROMLEY
BROMLEY BOROUGH OF
 BROMLEY SCHOOL
 Bromley, Kent. BR1 3SP
 Headmaster: Mr. J. A. D. Jones
 Required for September 1983
 Scale 1-18 Comprehensive
 Application forms and further details from the Headmaster, Bromley School, Bromley, Kent. Tel: 0181 606 1111. 132422

BUCKINGHAMSHIRE
MILTON KEYNES AREA
 LEON SCHOOL
 Milton Keynes, Bucks. MK1 1JH
 Headmaster: Mr. J. A. D. Jones
 Required for September 1983
 Scale 1-18 Comprehensive
 Application forms and further details from the Headmaster, Leon School, Milton Keynes, Bucks. Tel: 0455 511111. 132422

CAMBRIDGESHIRE
HUNTINGDON AREA
 SAWTRY VILLAGE
 Sawtry, Cambs. SG11 1JH
 Headmaster: Mr. J. A. D. Jones
 Required for September 1983
 Scale 1-18 Comprehensive
 Application forms and further details from the Headmaster, Sawtry Village, Sawtry, Cambs. Tel: 01455 511111. 132422

NORTH YORKSHIRE COUNTY COUNCIL

BRAYTON HIGH SCHOOL

Doncaster Road, Selby YO8 9QS

Headmaster: Mr. W. J. Duxbury BA. Number on roll: 900
 Following secondary reorganisation along comprehensive lines in 1979, a Tertiary College will be established in Selby in September 1984. In preparation for this development, the following posts are vacant at Brayton High School from September 1983, initially on fixed term contracts for one year until 31st August, 1984.

Scale 2 - Head of Home Economics
 Scale 2 - Head of Drama
 Scale 1 - English (2 posts), French/German (2 posts), Mathematics (2 posts), Physics and Chemistry (within an integrated science framework), Craft, Design and Technology (2 posts), one to teach some Mathematics, Home Economics, Girls' Physical Education (2 posts), Music (part-time - half time-table)

Candidates should apply immediately by letter to the Headmaster at the school, stating qualifications and experience and giving the names and addresses of two referees.

CAMBRIDGESHIRE

HUNTINGDON AREA
HUNTINGDON SCHOOL
 Huntingdon, Cambs. PE18 6JH
 Headmaster: Mr. J. A. D. Jones
 Required for September 1983
 Scale 1-18 Comprehensive
 Application forms and further details from the Headmaster, Huntingdon School, Huntingdon, Cambs. Tel: 01455 511111. 132422

CAMBRIDGESHIRE
BOTTFARM VILLAGE
 Bottfarm, Cambs. PE18 6JH
 Headmaster: Mr. J. A. D. Jones
 Required for September 1983
 Scale 1-18 Comprehensive
 Application forms and further details from the Headmaster, Bottfarm Village, Bottfarm, Cambs. Tel: 01455 511111. 132422

CAMBRIDGESHIRE
JACK HUNT SCHOOL
 Jack Hunt, Cambs. PE18 6JH
 Headmaster: Mr. J. A. D. Jones
 Required for September 1983
 Scale 1-18 Comprehensive
 Application forms and further details from the Headmaster, Jack Hunt School, Jack Hunt, Cambs. Tel: 01455 511111. 132422

CAMBRIDGESHIRE
SANDRACH SCHOOL
 Sandrach, Cambs. PE18 6JH
 Headmaster: Mr. J. A. D. Jones
 Required for September 1983
 Scale 1-18 Comprehensive
 Application forms and further details from the Headmaster, Sandrach School, Sandrach, Cambs. Tel: 01455 511111. 132422

CAMBRIDGESHIRE
LEON SCHOOL
 Leon, Cambs. PE18 6JH
 Headmaster: Mr. J. A. D. Jones
 Required for September 1983
 Scale 1-18 Comprehensive
 Application forms and further details from the Headmaster, Leon School, Leon, Cambs. Tel: 01455 511111. 132422

DERBYSHIRE

EDUCATION COMMITTEE

SPONSON SCHOOL

United Comprehensive, 1900 pupils, 100 in Sixth Form

Required for September 1983
 Scale 1-18 Comprehensive
 Application forms and further details from the Headmaster, Sponson School, Sponson, Derbyshire. Tel: 01332 511111. 132422

DERBYSHIRE COUNTY COUNCIL

FLOVER

Headmaster: Mr. J. A. D. Jones

Required for September 1983

Scale 1-18 Comprehensive

Application forms and further details from the Headmaster, Flover, Derbyshire. Tel: 01332 511111. 132422

DERBYSHIRE COUNTY COUNCIL

FLOVER

Headmaster: Mr. J. A. D. Jones

Required for September 1983

Scale 1-18 Comprehensive

Application forms and further details from the Headmaster, Flover, Derbyshire. Tel: 01332 511111. 132422

DUDLEY

DUDLEY METROPOLITAN

WINDYBROOK SCHOOL

Windybrook, Staffs. B79 6JH

Headmaster: Mr. J. A. D. Jones

Required for September 1983

Scale 1-18 Comprehensive

Application forms and further details from the Headmaster, Windybrook School, Windybrook, Staffs. Tel: 0922 511111. 132422

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Windybrook, Staffs. B79 6JH

Headmaster: Mr. J. A. D. Jones

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ESSEX

COMPREHENSIVE SCHOOL

Comprehensive, 1900 pupils, 100 in Sixth Form

Required for September 1983

Scale 1-18 Comprehensive

Application forms and further details from the Headmaster, Comprehensive School, Comprehensive, Essex. Tel: 01274 511111. 132422

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COMPREHENSIVE SCHOOL

Comprehensive, 1900 pupils, 100 in Sixth Form

Required for September 1983

Scale 1-18 Comprehensive

SHEFFIELD

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPAR
MEMBER SCHOOLS

22 - 18 Secondary, R. M. Williams
Required for Septima as a teacher of French. His post is temporary and he will be on one year. All schools are currently in major curriculum revision and increasing on multi-disciplinary teaching and resource learning. The candidate will need French as the main language. He will be required to be particularly looking for the needs of women, English and G. experience in one area would be an asset.
Application for further details are invited to the District People, at the above should be returned 27th May 1983, 1021

Required for 1983 a teacher of European Studies. BPA.

RS
74 SDY, 0203 467779. (876 on
Teacher-in-Charge. (Possibility of
candidate will work with both
to promote Science/COT links.
33 52291 (880 on roll)
Education. A formal programme of

and successful department,
...ise in helping pupils and adults w
...in widening groups.
...ence. Commitment to community
...ility to offer subsidiary subject
... further details
...ortunities for extra-curriculum are
...and subject important. Good
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... with older people.
... preferred but applications inv
... not.
... 418135 (1330 on rail)
... up to and including 'A' level to jo
...
... 05447 (1440 on rail)
... allocation in the first instance.

3. Applications are invited from
 telephone for further particulars.
 be invited from suitably qualified

[illegible]

the 1990s, the number of people in the world who are undernourished has declined from 1.1 billion to 800 million. The number of people who are malnourished has declined from 1.5 billion to 1 billion. The number of people who are obese has increased from 100 million to 300 million. The number of people who are overweight has increased from 100 million to 300 million. The number of people who are obese and overweight has increased from 100 million to 300 million. The number of people who are obese and overweight has increased from 100 million to 300 million.

1. **ALDERMAN CALLOW SCHOOL & COMMUNITY COLLEGE**, Mitchell Avenue CV4 6DY, 0203 467778. (878 on rota)

a) **HOME ECONOMICS IN THE FACULTY OF DESIGN** Scale 2. Teacher-in-Charge. (Possibility of Scale 3 for suitably qualified and experienced candidate.

b) **PHYSICS WITH TECHNOLOGY** This is a new post and the successful candidate will work with both Science and Technology Faculties, Scale 1. Scale 2 available for experienced teacher able to promote Science/CDT links.

c) **BOYS' P.E.** Scale 1.

This is a forward looking community college with a strong commitment to multicultural and community education. A formal programme of staff development has been started aimed at raising the level of resources.

a) **HIGH SCHOOL SUPPLEMENTARY STUDIES** Scale 1, to teach programmes for pupils with learning difficulties. This will involve a service visit across the curriculum. Commitment to multi-cultural and community education essential. Telephone for further details.

b) **SUPPORTIVE STUDIES** Scale 1 towards a member of a team in positive and successful department, delivery of support to O.C.S.E. and 'A' level students.

c) **ENGLISH AND SUPPORTIVE STUDIES** Scale 1 with interest/expertise in helping pupils and adults with learning difficulties. This will involve working in a classroom and teaching in related subject and withdrawal groups.

d) **FRENCH SCALE 1**, to teach O.C.S.E. and 'A' level. Possibility of involvement in multicultural education. Commitment to community and multi-cultural education essential. Telephone for further details.

e) **COMMERCE AND TYPING/BUSINESS** Scale 1 for year 9 and upwards. Ability to offer subsidiary or specialist classes. Interest to community and multi-cultural education essential. Telephone for further details.

f) **MUSIC SCALE 1**, to develop and expand with good facilities. Interesting opportunities for extra-curricular and community work. Please state special interest.

g) **BOYS' P.E. Scale 1** for experienced and dynamic department. Ability to offer second sector opportunities! Good opportunities for community work.

3. BIRNHEAD GRANGE SCHOOL & COMMUNITY COLLEGE, Birnhead Road Way CV3 2DQ, 0293 483121 (see below)

a) **HOME ECONOMICS SCALE 1**, interest in Community Care or Food Courses with child care.

b) **SCIENCE SCALE 1** throughout the school including examination work. PHYSICS preferred but applications invited for other subjects. 1. Veterinary science Biology.

c) **Two posts of ENGLISH SCALE 1** preferably with Music or Drama as second subject.

4. PINHAM PARK MIXED COMPREHENSIVE SCHOOL, Green Lane, CV4 6BA, 0293 416135 (1230 on rail)

ENGLISH SCALE 1 throughout the school. English specialist able to teach at all levels up to and including 'A' level to large and enthusiastic department.

5. LYNM HALL GIRL'S COMPREHENSIVE SCHOOL, Blackberry Lane CV3 9JS, 0293 844771 (1440 on rail)

a) **ENGLISH SCALE 1**, Permanent appointment to the Authority, with one year allocation in their first instance.

b) **HOME ECONOMICS SCALE 1**, to teach Home Economics and Child Care but mainly Year eleven. Permanent appointment to the Authority, with one year allocation in their first instance.

c) **PHYSICAL EDUCATION SCALE 1**, up to examination level and Science in the Lower School.

d) **MATHEMATICS AND COMPUTER STUDIES SCALE 1**, Temporary 1 year appointment to cover replacement of permanent member of staff.

e) **FRENCH**, possibility of some GERMAN, SCALE 1, in lively and energetic department. Some teaching to 'A' level.

f) **SUPPLEMENTARY STUDIES SCALE 2** Experienced teacher required to join Remedial Support Team and take particular responsibility for Unit for pupils with special needs. Ability to teach ENGLISH and MATHEMATICS an advantage.

6. MIDNEY STRINGER SCHOOL AND COMMUNITY COLLEGE, Cox Street, CV1 1NL (School Priority School, 1900 on rail)

a) **TEACH OF MODERN LANGUAGES SCALE 3**. The successful candidate will take charge of a strong department in which the principal European languages taught are FRENCH and SPANISH, and oversee the teaching of Additional Languages.

b) **MODERN LANGUAGES SCALE 1**, for FRENCH throughout the school, ability to offer SPANISH desirable.

7. STOKES PARK SCHOOL AND COMMUNITY COLLEGE, Dene Road, CV3 4JG, 0293 450511 (1490 on rail)

PHYSICS SCALE 1, throughout the school to CSE, 'O' and 'A' level and to where it teaches SCIENCE in Years 1 and 2. The department is housed in a well-equipped laboratory.

8. BISHOP ULLATHORPE R.C. MIXED COMPREHENSIVE SCHOOL, Leasowes Avenue CV3 6BH 0293 414119 (1400 on rail)

a) **TEACH OF BUSINESS STUDIES AND TYPING/WRITING SCALES**. Applications are invited from suitably qualified teachers. This is an important developing subject in Years 6, 8 and 9. Telephone for further particulars.

b) **YEAR HEAD SCALE 3** for this 11-19 comprehensive school. Applications are invited from suitably qualified teachers. This post will require to merge a significant contribution to the pastoral and general administrative life of the school. It is hoped to make an appointment for September. Telephone for further particulars.

9. CARDINAL WISEMAN R.C. GIRLS' COMPREHENSIVE SCHOOL, Pottern Green Road, CV3 2AL 0293 617281 (1400 on rail)

a) **CERTIFICATE IN TEACHERS' SKILLS** for the school. The Avery Hall 14-16 syllabus used as a basis for 'O' Level and Grade 3 work, and I.M.B syllabus for 'A' level. A willingness to take part in Field Work modules. SCALE 2 for suitably experienced candidates.

b) **RELIGIOUS EDUCATION** to act as group leader in Years 1-8. The school is seeking a dedicated and committed person prepared to take on extra responsibilities in the department. SCALE 2 available for suitably qualified applicants.

c) **ENGLISH** with special side in teaching 6th and 8th year pupils with special needs. SCALE 2 for suitably experienced applicant.

d) **PHYSICAL EDUCATION SCALE 1**, Specialist role at HOCKEY an advantage.

10. BLUE BOAT R.C. MIXED COMPREHENSIVE SCHOOL, Terry Road, CV1 3SA, 0293 238487 (1000 on rail)

a) **TEACH OF GIRLS' PHYSICAL EDUCATION, SCALE 3** to coordinate the development of this successful department with a good reputation for sporting achievement in the City. Opportunities for community involvement.

b) **MATHEMATICS SCALE 1** throughout the age range.

c) **BIOLOGY/CHEMISTRY SCALE 1** to teach both subjects to 18+ 'O' level together with home Lower Secondary courses in Biology and chemistry.

d) **PHYSICS SCALE 2** for CSE 'united' 'O' and 'A' levels, also some Lower School and 3rd Year. Strong local contribution essential to all posts.

CANVASING DISQUALIFIED

Apply by letter giving full details, (age, qualifications, experience) and name and address of two educational referees who can be contacted if required. (Click to the supervisors for schools 8 and 9) within 16 days of appearance of advertisement. Schools 8 & 9, if recognised government required.

are great opportunity employer

BERKSHIRE
SLOUGH SCHOOL
NORTH
Required for September 1983.
Apply to the Headmaster.
13.5.83

BRADFORD
CITY OF BRADFORD
TECHNICAL
Required for September 1983.
Apply to the Headmaster.
13.5.83

SECONDARY MODERN LANGUAGES

WARWICKSHIRE
MYTON SCHOOL
Milton Road, Warwick
CV34 9PJ

18 Form entry, 12 - 18 yrs.
Comprehensive School.
1200 on roll. Sixth form 170.

Assistant teachers required for French, German and Spanish. Applications are invited from well qualified and experienced teachers with a minimum of 5 years' experience. The school has a strong tradition of excellence in the teaching of languages. The school is a member of the Warwickshire Language Association. The school is a member of the Warwickshire Language Association. The school is a member of the Warwickshire Language Association.

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
FOR GIRLS
WIRRAL HIGH SCHOOL
WIRRAL, MERseyside L49 6RN

Required for September 1983. Apply to the Headmaster. 13.5.83

UNSERVICE TRAINING
COURTESY ROAD, CROFTON
(07621)

Music

Heads of Department

BEXLEY
LONDON BOROUGH OF BEXLEY
TECHNICAL HIGH SCHOOL
BEXLEY, Kent DA5 1JH

Required for September 1983. Apply to the Headmaster. 13.5.83

ESSEX
HOCKLEY SCHOOL
HOCKLEY, Essex SS16 5JH

Required for September 1983. Apply to the Headmaster. 13.5.83

DONCASTER

ADWICK SCHOOL, Windmill Balk Lane, Woodlands, Doncaster DN6 7BF.
Telephone: Doncaster 72237

Required for September 1983.

ASSISTANT MISTRESS

To teach Music for approximately two thirds of the timetable together with a second subject (English).

The school has a great deal of music activity apart from lessons to C.S.E., 'O' and 'A' Level and ability in instrumental playing in either brass or woodwind would be an additional recommendation.

Adwick School is a mixed comprehensive school of 1900+ pupils with approximately 250 pupils in a well established sixth form.

Letters of application, together with the names and addresses of two referees should be sent to the Headmaster as soon as possible.

13.5.83

NEWHAM
LONDON BOROUGH OF NEWHAM
LONDON SCHOOL
LONDON, E1 1AA

Required for September 1983. Apply to the Headmaster. 13.5.83

SUTTON
LONDON BOROUGH OF SUTTON
EDUCATION DEPARTMENT
SUTTON, Surrey SM6 5BP

Required for September 1983. Apply to the Headmaster. 13.5.83

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
FOR GIRLS
WIRRAL HIGH SCHOOL
WIRRAL, MERseyside L49 6RN

Required for September 1983. Apply to the Headmaster. 13.5.83

BIRMINGHAM
LONDON BOROUGH OF BIRMINGHAM
TECHNICAL HIGH SCHOOL
BIRMINGHAM, B1 1AA

Required for September 1983. Apply to the Headmaster. 13.5.83

BUCKINGHAMSHIRE
LONDON BOROUGH OF BUCKINGHAMSHIRE
TECHNICAL HIGH SCHOOL
BUCKINGHAMSHIRE, B1 1AA

Required for September 1983. Apply to the Headmaster. 13.5.83

BUCKINGHAMSHIRE
LONDON BOROUGH OF BUCKINGHAMSHIRE
TECHNICAL HIGH SCHOOL
BUCKINGHAMSHIRE, B1 1AA

Required for September 1983. Apply to the Headmaster. 13.5.83

BUCKINGHAMSHIRE
LONDON BOROUGH OF BUCKINGHAMSHIRE
TECHNICAL HIGH SCHOOL
BUCKINGHAMSHIRE, B1 1AA

Required for September 1983. Apply to the Headmaster. 13.5.83

BUCKINGHAMSHIRE
LONDON BOROUGH OF BUCKINGHAMSHIRE
TECHNICAL HIGH SCHOOL
BUCKINGHAMSHIRE, B1 1AA

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TECHNICAL HIGH SCHOOL
BUCKINGHAMSHIRE, B1 1AA

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BUCKINGHAMSHIRE, B1 1AA

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BUCKINGHAMSHIRE, B1 1AA

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LONDON BOROUGH OF BUCKINGHAMSHIRE
TECHNICAL HIGH SCHOOL
BUCKINGHAMSHIRE, B1 1AA

INSTRUMENTAL TEACHERS

Applications are invited from qualified Teachers who also hold a relevant Instrumental Teaching Diploma for the following Scale 1 appointments:

TEACHER OF ORCHESTRAL BRASS INSTRUMENTS
TEACHER OF VIOLIN/VIOLA

Each post will be based in the South of Essex with visits to Schools and Music Schools. A car is essential for both posts and an allowance is payable for travel.

Application forms (enclosed a.s.e. please) and details from County Education Officer, PO Box 47, Thredningale House, Market Road, Chelmsford, Essex CM1 1LD.

Closing date: 31st June, 1983.

ESSEX
County Council

ESSEX
County Council

ESSEX
County Council

ESSEX
County Council

ESSEX
County Council

NORTH TYNESHIRE

METROPOLITAN BOROUGH OF NORTH TYNESHIRE
EDUCATION COMMITTEE
NORTH TYNESHIRE, NE11 1AA

Required for September 1983. Apply to the Headmaster. 13.5.83

CHESHIRE
EDUCATION COMMITTEE
PERIPATETIC TEACHER OF CELLO
SCALE 1/2

Required for September 1983. Apply to the Headmaster. 13.5.83

CHESHIRE
EDUCATION COMMITTEE
PERIPATETIC TEACHER OF CELLO
SCALE 1/2

Required for September 1983. Apply to the Headmaster. 13.5.83

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SCALE 1/2

ENFIELD

LONDON BOROUGH OF ENFIELD
EDUCATION COMMITTEE
ENFIELD, Middlesex EN1 1AA

Required for September 1983. Apply to the Headmaster. 13.5.83

ENFIELD
EDUCATION COMMITTEE
PERIPATETIC TEACHER OF CELLO
SCALE 1/2

Required for September 1983. Apply to the Headmaster. 13.5.83

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SCALE 1/2

NORFOLK

URWELL SECONDARY SCHOOL
Low Road, Urmston, Merseyside L26 9JH

Required for September 1983. Apply to the Headmaster. 13.5.83

NORFOLK
EDUCATION COMMITTEE
PERIPATETIC TEACHER OF CELLO
SCALE 1/2

Required for September 1983. Apply to the Headmaster. 13.5.83

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SCALE 1/2

BRADFORD

CITY OF BRADFORD
METROPOLITAN COUNCIL
BRADFORD, West Yorkshire BD1 1AA

Required for September 1983. Apply to the Headmaster. 13.5.83

BRADFORD
EDUCATION COMMITTEE
PERIPATETIC TEACHER OF CELLO
SCALE 1/2

Required for September 1983. Apply to the Headmaster. 13.5.83

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SCALE 1/2

Required for September 1983. Apply to the Headmaster. 13.

HILLINGDON

LONDON BOROUGH OF HILLINGDON
MELLOW LANE SCHOOL
Jewens Road, Hayes E
Hayes UB4 8JP
(number on roll - 104
133 in Sixth Form)
Headmaster: C.D. Watt
85c JP
Required for September
1983, a teacher of Basic

Please apply in the confidence by letter to the Head of the School at the address and telephone numbers given below.

Outer London Allowance Payable (K2508) 13

**LONDON BOROUGH
HILLINGDON**
SWAKELEYS ECHO
Clifton Gardens,
Hillingdon, Uxbridge
OE2
(number on roll - 892
on Joint Roll in 512)
Form 9: Headmistress
Mrs J.A. Barb, MA A
(Elco)
Required September.
Scale 1 Teacher of F
First well-established
ment
candidate would be
Mathematics teach
Course 1 and 2 po
Computer Studies, 1
first instance.
Application forms
sent on details from
Headmistress.
Date: Monday 23rd
Sept. 1988. Allg
Payable. (02908) 1

**HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Kingston upon Hull District
SYDNEY SMITH HIGH SCHOOL**

This is a mixed comprehensive school with about 1000 pupils aged 13 - 18. Further details and application forms are available from the Director of Education, 100, Victoria Road, London, W12 0PL.

HUMBERSIDE
EDUCATION COMMITTEE
Leinthorpe Division
FREDERICK GOUGH
COMPREHENSIVE SCHOOL
Leinthorpe Lane South,
Leinthorpe.
Head Teacher: B.E. Tinsley
No. on roll: 1420

Term, 1953, a well qualified teacher of Chemistry to teach Nuffield and additional courses in Chemistry at O.C.S. O' level and related Sciences up to level.

Application forms available from the Head Teacher of the school to whom correspondence should be returned after the 31st May (after 12.30 p.m. please). (01616 22222)

Tranance Road.

3rd June, 1963.
 Teachers for the above Headship,
 receipt of a SAE from the Secretary to
 Cornwall - (Head Group 4
 of the County, based in Camborne

P. Junior School, Varley

ed children with moderate learning disabilities normally provides places for 100 children in the immediate area to 500 miles away. Previous experience in this work is desirable. Please apply as soon as possible to: The Headteacher, District Education Office, Graydon Road, E. Returnable to The Headteacher.

Classes attached to Baptist Junior High with moderate learning difficulties are for teaching the younger and neighbouring schools through the aid of previous experience in this work is desirable.

1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 26

BERKSHIRE
SLOUGH & READING
Required for 1st September 1983, or as soon as possible thereafter in the Department of General Studies to teach Sociology to Social Care, Pre-Nursing and GCE 'O' and 'A' level students. Candidates should be graduates with appropriate professional experience in Social Work. The ability to offer Psychology or another subject is desirable but not essential. Teaching qualifications preferred.
For further details please see below next vacancy.

BRADFORD
CITY OF BRADFORD
Required for 1st September 1983, or as soon as possible thereafter in the Department of General Studies to teach Sociology to Social Care, Pre-Nursing and GCE 'O' and 'A' level students. Candidates should be graduates with appropriate professional experience in Social Work. The ability to offer Psychology or another subject is desirable but not essential. Teaching qualifications preferred.
For further details please see below next vacancy.

COLLEGES OF FURTHER EDUCATION

continued

Nottinghamshire County Council NEWARK TECHNICAL COLLEGE

Lecturer Grade I
£5,355 - £9,267 (Pay Award pending)
Sociology
Required for 1st September, 1983, or as soon as possible thereafter in the Department of General Studies to teach Sociology to Social Care, Pre-Nursing and GCE 'O' and 'A' level students. Candidates should be graduates with appropriate professional experience in Social Work. The ability to offer Psychology or another subject is desirable but not essential. Teaching qualifications preferred.
For further details please see below next vacancy.

Lecturer Grade I

£5,355 - £9,267 (Pay award pending)
Child Care/Parentcraft
Required for 1st September, 1983, or as soon as possible thereafter in the Department of General Studies to teach and organise Child Care/Parentcraft Nursing Link courses and to teach Parentcraft and Social Care Studies. Candidates should possess appropriate professional qualifications and experience. A teaching qualification is desirable but not essential.
Application forms and further details for the above two posts are available from the Principal of the College, Chantry Park, Newark, Notts, NG24 1PB, telephone Newark 705921. Closing date 27th May, 1983, and 10th June, 1983, respectively.

North Nottinghamshire College of Further Education

Senior Lecturer
£10,173 - £11,984 (Pay award pending)
Community Service
Required as soon as possible to work within the Department of Community Studies. Extensive experience of work at a senior level in further education is essential for this interesting and unusual post. Duties include development and direction of a variety of full and part-time courses as well as staff curriculum development, research, and duties as a second Deputy Head.

For further details please see below next two vacancies.

Lecturer Grade II

£6,855 - £11,022 (Pay award pending)
Building
Required for 1st September, 1983, or as soon as possible thereafter in the Department of Building to be responsible for the Brickwork Section of the Department and to teach up to Advanced Craft in Brickwork, Supplementary Studies and TEC subjects. A qualified and experienced teacher is required who has a wide industrial background.
For further details please see below next vacancy.

Lecturer Grade I

£5,355 - £9,267 (Pay award pending)
Fashion
Required for 1st September, 1983, or as soon as possible thereafter in the Department of Life, Physical and Mathematical Sciences. Applicants should be Science Graduates; preferably possess a teaching qualification and be prepared to teach Biological Sciences to GCE Ordinary and Advanced, Technical Education Council Certificate and Diploma and other courses of a similar educational standard. Previous teaching experience and ability to assist in the teaching of Chemistry may be advantageous.
Entry point on the salary scale according to qualifications and experience.
Application forms and further particulars are available from the Principal of the College, Castle Road, Nottingham, NG1 5AB, telephone Nottingham (0602) 417721. Closing date 27th May, 1983.

People's College of Further Education

Lecturer Grade I
£5,355 - £9,267 (Pay award pending)
Biological Sciences
Required for 1st September, 1983, or as soon as possible thereafter in the Department of Life, Physical and Mathematical Sciences. Applicants should be Science Graduates; preferably possess a teaching qualification and be prepared to teach Biological Sciences to GCE Ordinary and Advanced, Technical Education Council Certificate and Diploma and other courses of a similar educational standard. Previous teaching experience and ability to assist in the teaching of Chemistry may be advantageous.
Entry point on the salary scale according to qualifications and experience.
Application forms and further particulars are available from the Principal of the College, Castle Road, Nottingham, NG1 5AB, telephone Nottingham (0602) 417721. Closing date 27th May, 1983.

Nottinghamshire County Council

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Other Appointments

AVON COUNTY

TECHNICAL COLLEGE
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AVON COUNTY
EDUCATION SERVICES SOUTH
TECHNICAL COLLEGE
DEPARTMENT OF GENERAL STUDIES
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For further details please see below next vacancy.

Strathclyde
Department of Education
Further Education
Applications are invited for the undernoted posts. All candidates should have relevant industrial or commercial experience where appropriate. Teacher training would be an advantage but training can be given on an in-service basis.

HEAD OF DEPARTMENT

GLASGOW COLLEGE OF BUILDING & PRINTING, 80 NORTH HANOVER STREET, GLASGOW G1 2BP
DESIGN AND PHOTOGRAPHY, Head of Department. Grade 11, £16,134 per annum. Degree (or equivalent) professional qualifications and high-level academic background essential. To lead a large department with course coverage across a broad range of visual communication including Interior Design, Photography, Graphic Design and Technical Communications.

SENIOR LECTURER/LECTURER

GLASGOW COLLEGE OF BUILDING & PRINTING, 80 NORTH HANOVER STREET, GLASGOW G1 2BP
BUILDING SURVEYING. Senior Lecturer 'A'. Applicants must be Chartered Surveyors and have appropriate academic experience. Course Leader for Diploma course and for development of a Degree course.

GLASGOW COLLEGE OF NAUTICAL STUDIES, 21 THISTLE STREET, GLASGOW G5 9XB

NAUTICAL SUBJECTS, SEAMANSHIP. Lecturer 'A'. Extra Masters Certificate of Competency. Alternatively as appropriate Degree of Class 1 Masters Certificate of Competency with previous teaching experience.

SALARIES

Senior Lecturer 'A' £12,228-£15,411. Bar £13,727
Lecturer 'A' £8,313-£13,125. Bar £12,228

Placing on the salary scale will be given for relevant experience. Forms of application and further particulars can be obtained from the College concerned to whom completed applications should be returned not later than 27th May, 1983.

EDWARD MILLER, Director of Education

Surrey Education Committee

GUILDFORD COUNTY COLLEGE OF TECHNOLOGY

Stoke Park, Guildford, Surrey GU1 1EZ
Applications are invited from men and women for the following vacancies, available from 1st September, 1983:

Department of Building and Surveying

Lecturer I in General and Communication Studies
To work with a team in the Department, teaching on Civil, Y.T.S. and T.E.C. courses.

Department of Commerce

Lecturer I in Accountancy
To teach on Full-time and Part-time BEC, HND/HNC courses. Ability to offer other BEC Modules (especially computer-related) an advantage.

Department of Hotel and Catering Studies

Lecturer I or Lecturer II in Hairdressing
To oversee the introduction of Hairdressing, Manicure and Beauty Therapy courses in the Department, and to be in charge of this section of work.

An excellent opportunity for a well-qualified, and lively person. Teaching load will be mainly on basic and Advanced City and Guilds courses. Good teaching and administrative abilities are a pre-requisite.

Department of Printing

Lecturer I in Machine Printing
The person appointed will be required to teach Machine Printing, Lithographic Planning, Platemaking, and related theoretical subjects to the City & Guilds Certificate in Printing level.

Department of Science and Electrotechnology

Lecturer I in Physics and Electronics
Temporary Full-time Lecturer I in Chemistry
Temporary Full-time Lecturer I in Physics

All 3 posts to teach on courses throughout Department. The temporary appointments are required to cover the work of staff on maternity leave. Persons appointed may be considered for permanent posts, if they become available.

Department of Social Work Studies

Lecturer I
A qualified teacher is required to undertake the teaching of a range of MATHEMATICAL SUBJECTS, including O Level Mathematics, RSA Arithmetic, and Numeracy in Y.T.S. courses.

Salary scales: Lecturer II £8,855-£11,022
Lecturer I £5,355-£9,267
(plus £231 Fringe Allowance to each case)

Salary scales under review from 1st April, 1983.
Generous relocation expenses available in approved cases.
Further details and application forms for all above vacancies available from the Principal, on receipt of SAE. Closing date for receipt of completed applications - Friday, 27th May, 1983.

ilea colleges

Applications are invited for the following posts. Salary scales in accordance with the Teachers' Pay Award 1982. All candidates should have relevant industrial or commercial experience where appropriate. Teacher training would be an advantage but training can be given on an in-service basis.

LONDON COLLEGE OF PRINTING

Design Department
Required for September 1983
SENIOR LECTURER IN MACHINE SIGNPOSTING
To teach the CGL 205 Mechanical Engineering Craft Studies course, and to lead in Department administration. All candidates should be suitably qualified with industrial and educational experience. A knowledge of numerical control would be an added advantage.

Department of General Studies

Required for September 1983
LECTURER IN HOME ECONOMICS AND CATERING
Post ref. US-2-K
Candidates should have had teaching experience in either school or college and should be committed to the work of the Department. The post involves a wide range of vocational preparation courses. The ability to use the Home Economics Workshop for developing communication and numeracy skills as well as practical catering skills is looked for as is an interest in curriculum development in the field of competence based learning.

Application forms and further details available from the Principal's office, available within 14 days of appearance of advertisement. Please quote post reference number (and enclose stamped addressed envelope for Lecturer I post).

SOUTH THAMES COLLEGE

The Cut SE1 8LE
A LECTURER is required in the Department of Chemistry and Biology for September 1983 to teach Biology and Health Studies, and in a lead role of lecturers developing a new Y.T.S. course in the Perinatal Service.

Candidates should have experience in teaching the 16-19 age group, and experience and/or a qualification in one of the specialist services would be an advantage. Assistance may be given towards relocation costs.

Further details and application forms available from the Senior Administrative Officer, London College of Printing, Elephant and Castle, London, SE1 6BB

SOUTH THAMES COLLEGE

Wandsworth High Street, SW18 2PP
Department of Engineering Processes
SENIOR LECTURER IN ELECTRICAL INSTALLATION
Post Ref. DEP-6-K
To have responsibility for the organisation and delivery of the 1st and 2nd year courses. All applicants must be suitably qualified and have relevant industrial and/or teaching experience. A thorough knowledge of the 16th Edition is essential.

Tayside Regional Council

FURTHER EDUCATION
Applications are invited from suitably qualified and experienced persons for the following posts:

Dundee College of Commerce, 30 Constitution Road, Dundee
Senior Lecturer II - Vocational Preparation
Salary Scale - £10,413-£12,228

This post has been created as a result of experience of pilot vocational preparation courses and the projected demand for Y.T.S. places next Session. The post carries responsibility for the co-ordination and provision of Life and Social Skills teaching across the College and for assisting in the monitoring of all MGC courses provided by the College. A detailed job description is available.

Angus Technical College, Kettle Road, Arbroath
Senior Lecturer II - Higher Business and Secretarial Studies (16-advertised)
Salary Scale - £10,413-£12,228

The successful applicant will have the experience, proven teaching ability and personality required to lead a team of staff teaching SCOTEC Higher National courses in Business and Secretarial Studies. Experience of curriculum development will be an additional advantage.

Application forms and further details may be obtained from the Principal at the above addresses to whom completed applications should be returned by Friday, 27th May, 1983.

City of Wakefield

Please send me (Tick box and indicate quantity)

Enclose my cheque/P.O. for _____ payable to Times Newspapers Limited. (No Cash Please)	<input type="checkbox"/> Cockcroft report @ 20p each
NAME _____	<input type="checkbox"/> Children's Literature @ 50p each
ADDRESS _____	<input type="checkbox"/> Modern Languages @ 80p each
_____	<input type="checkbox"/> Higher Education Review @ 60p each
_____	<input type="checkbox"/> School Travel @ £1.50 each
_____	<input type="checkbox"/> Education and Training @ 40p each